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ABSTRACT

Expanding on its original purpose in developing an electronic community of humanities teachers and students in South Carolina from an existing agricultural telecommunications system, Project REACH received authorization from its sponsor, the BellSouth Foundation, to develop a statewide network for educational telecommunications and to provide training and technical and program support for any individual or organization in the state. A statewide educational telecomputing network was created with participants from virtually all of the 92 school districts in the state, most of its colleges and universities, and a majority of the 16 technical colleges. This report is the fourth of four annual reports summarizing the objectives and accomplishments of the project. The project has been able to take advantage of a wide area network connecting South Carolina institutions of higher education to conduct training seminars and has provided extensive training and technical support for the telecommunications system that must be regarded as in its infancy. Teachers across the state are receiving training and learning to use electronic information applications. Some of the remaining problems and issues for the future of the network are discussed. (SLD)

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Building the South Carolina Network for Educational Telecomputing

Four Years of Growth
and

Success - Bringing
Educators Together

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Annual Report to BellSouth Foundation

**Project REACH
Telecommunications Grant
(1 July 1992—1 April 1993)**

SUBMITTED ON 1 APRIL 1993

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Project REACH

BellSouth Annual Report

1 July 1992 —1 April 1993

INTRODUCTION

This report is the fourth of four annual reports to be submitted to BellSouth Foundation, detailing project activities during the fourth and final project of a grant provided to Project REACH and the English Department of the University of South Carolina in the spring of 1989. The total amount of the grant was \$197,500.

Section I: Section I summarizes the objectives and accomplishments of the project. The summary may provide sufficient documentation of project activities for the purposes of BellSouth Foundation.

Section II: Section II reviews the degree to which the the original objectives approved by BellSouth Foundation in making its award to Project REACH have been achieved. This section of the report summarizes the progress which has been made in realizing what was and remains the primary focus of the Project REACH grant: The creation and support of an electronic community of students and teachers in a small number of rural schools who share a common interest in improving instruction and learning in the humanities.

Section III: In the fall of 1990, BellSouth Foundation approved a request by Project REACH to be allowed to use grant funds to address considerably expanded objectives. Section III reviews the degree to which those objectives have been achieved. Specifically, this section of the report summarizes the progress which has been made in creating a statewide educational telecomputing network.

Attachments: The report will be complemented with a number of attachments containing information that may be of archival interest(e.g., recently developed training materials, SCNET directories, maps, and so forth).

Financial Report

A detailed financial report on project activities will be provided under separate cover by the director of the South Carolina Humanities Council, fiscal agent for Project REACH. Because the fiscal year of the project does not end until June 30, 1993, a final financial report will have to be provided after that date.

Section I

Summary of Objectives and Accomplishments

A. The Project REACH school network:

The funds awarded in the original BellSouth Foundation grant to Project REACH were to be used, first, to use an existing agricultural telecommunications system, the Clemson University Forestry and Agricultural Network (CUFAN) to develop an electronic community of humanities teachers and students in a small number of rural, geographically isolated schools in South Carolina, and to provide them with training and technical and programmatic support.

- **THE ORIGINAL OBJECTIVES OF THE REACH GRANT FROM BELL SOUTH FOUNDATION HAVE BEEN MET.**

B. The creation of a statewide educational network

Second, although it did not provide additional funding, in the fall of 1990 the Foundation agreed to allow REACH to use its original grant resources to promote the development of a statewide network for educational telecomputing, and provide training and technical and programmatic support for any individual or educational organization in the state. An explicit expectation in the Foundation's approval of the expanded objectives was that Project REACH would work cooperatively with the SC Department of Education to institutionalize what it had begun.

- **A STATEWIDE EDUCATIONAL TELECOMPUTING NETWORK HAS BEEN CREATED COMPRISED OF PARTICIPANTS FROM VIRTUALLY EVERY ALL OF THE NINETY-TWO SCHOOL DISTRICTS IN THE STATE, MOST COLLEGES AND UNIVERSITIES, AND A MAJORITY OF OUR 16 TECHNICAL COLLEGES.**

Under the aegis of the SCNET, and with help from a myriad of individuals and educational organizations, a statewide educational telecomputing network has begun to emerge which now includes participants from virtually every one of our ninety-two school districts, a growing number of the state's 1,120 public schools, most of our colleges and universities, and a majority of our sixteen technical colleges.

Between January of 1992 and January of 1993, the director of the SCNET personally exchanged more than 11,000 individual e-mail messages with South Carolina teachers, administrators, or students, a large proportion of which were devoted to providing online technical assistance. Since the fall of 1991, the REACH telecommunications coordinator has been creating discussion forums or educational organizations and providing technical assistance and moderator support (e.g. HORIZONS, RESTRUCTURING, TRANSFORMING STORIES, PEGASUS, ARTIST, KUDZU, SHOPTALK, MATRIX, LINK). Onsite technical assistance and support has continued.

- **Between January of 1992 and January of 1993, the director of the SCNET personally exchanged more than 11,000 individual e-mail messages with South Carolina teachers, administrators, or students, a large proportion of which were devoted to providing online technical assistance**

Training and technical support for individuals and for groups of educators has been a continuing effort since our first telecommunications training conference in the spring of 1990. Details of these efforts are summarized in Section II of the report. Details are provided in attachments and addendums.

In September of 1992, we gained access for the first time to facilities in the College of Engineering at the University of South Carolina that allowed us to take advantage of a wide area network—DECnet—that connects South Carolina universities and technical colleges. The DECnet facilitates the exchange of e-mail and supports transparent, distributed, VAX Notes conferencing between and among all major universities and sixteen technical colleges. Any “node” on the DECnet can host a conference; anyone with membership anywhere in the network can participate in a conference regardless of where it is located. The educational and economic potential of the existing statewide DECnet remains virtually untapped and unexplored.

Since September of 1992, we have used the statewide DECnet to provide more than fifteen training seminars from the College of Engineering at the University of South Carolina. This fall, Rod Welch, Information Resources Coordinator at the Citadel—and a moving force in the establishment of COASTnet, established connections through Trident Tech to the DECnet. His facilities at The Citadel are now available for training; moreover, Dr. Welch has promised to providewill provide any technical assistance or programmatic support we might require.

In the fall of 1992 we used the DECnet to conduct two training seminars for the State Board for Technical and Comprehensive Education(SBTCE)—for instructors and network administrators from its sixteen technical colleges. Ted McClure, Bob David, Ken Kyre, and Carl Caraway—network coordinator for SBTCE—are supporting our efforts to develop a seamless statewide network of public schools, technical colleges, and universities.

- **The educational and economic potential of an existing statewide wide area network remains virtually untapped and unexplored—yet it could provide interconnectivity between public schools, technical colleges, colleges and universities, and the private sector at very little additional cost.**

We—meaning REACH and a myriad of others—have been successful in motivating teachers to obtain requisite telecommunications equipment and software. And we have provided extensive training and technical support that have enabled hundreds of first time users to experiment with CUFAN’s cornucopia of electronic mail, conferencing, and information retrieval.

However, the high cost of using the CUFAN network discourages its use by teachers and students and makes it difficult to realize the enormous potential of VAX Notes, a conferencing application which Digital Equipment Corporation has provided to every VAX educational installation in South Carolina at no cost.

Although we have continued to seek ways of subsidizing the cost of using the CUFAN network, we have urged teachers to experiment with inexpensive alternatives such as SERVE-line, FrED Mail, America OnLine, Prodigy, and local BBS services. The only service on which we have any statistical data is SERVE-line which has reported that 2, 800 South Carolina teachers have used SERVE-line—more teachers than any other southeastern state.

- **More than 2, 800 South Carolina teachers are now enrolled on SERVE-line—more teachers than any other southeastern state.**

C. Winding down the SCNET

During the 1992-1993 school year, Project REACH has made a deliberate attempt to maintain as low a profile as possible and has told SCNET participants that there is no prospect of our being able to provide technical assistance or programmatic support for SCNET participants after June of 1993—unless the South Carolina Department of Education, or some other entity, assumes responsibility for it. There are three reasons for this:

- (1) First, Project REACH was told by BellSouth Foundation in the summer of 1992 that its telecommunications grant would be not be approved for refunding—except in partnership with the South Carolina Department of Education.
- (2) Second, in its latest directors' meeting, the Rockefeller Foundation announced that it was bringing closure to its national CHART network. REACH is a part of that network.
- (3) Third, the South Carolina Department of Education—which for the past two years has expressed the desire to incorporate the SCNET in its plan to develop a rich telecomputing environment for educators in South Carolina—failed to come to any sort of mutually satisfactory arrangement with CUFAN or Clemson University. Under these circumstances we see no prospect of continued technical assistance or programmatic support for the SCNET.

We continue to provide training. We have conducted two telecommunications seminars using facilities at Clemson University, and we have taken advantage of the training facility which was made available to us by the USC College of Engineering in the fall of 1992 to conduct thirteen additional telecommunications seminars from the Sumwalt Building at USC (i.e., Twelve Schools Project, TEACH Institute, BellSouth Scholars Project, SC Association of School Librarians, Technical Colleges, Arts in Basic Curriculum Project, Center for Excellence in Special Education Technology).

We continue to provide technical assistance both online and onsite to as many of our teachers as we can reach.

We continue to provide moderator support and assistance to a large number of online conferences. However, we have—we think responsibly—deliberately withdrawn from making presentations whose purpose is primarily to motivate additional people to join the SCNET.

- **The Project REACH office of telecommunications has deliberately maintained as low a profile as possible during the 1992-1993 school year—yet enrollment in the SCNET continues to grow.**

For the past two years, the Office of Instructional Technology Development of the South Carolina Department of Education, has expressed the desire to incorporate the SCNET in its plan to develop a rich telecomputing environment for educators in South Carolina. During the fall of 1992, the Office of the Provost at Clemson University—and CUFAN—initiated independent contact with the South Carolina Department of Education to explore the possibility of a working partnership with the Department.

The REACH office of telecommunications was not included in CUFAN's discussions with the Department, and is therefore not privy to what was discussed—only

that the Department and CUFAN failed to come to terms and that the Department has been forced to explore alternatives to the CUFAN such as SERVE-line and FrED Mail.

- **UNLESS THE DEPARTMENT OF EDUCATION AND CLEMSON UNIVERSITY CAN REACH SOME MUTUALLY SATISFACTORY AGREEMENT, WE FEEL IT UNLIKELY THAT THE DEPARTMENT WILL FEEL IT ADVANTAGEOUS TO BASE ITS ULTIMATE TELECOMMUNICATION AGENDA ON A NETWORK THAT IS DEPENDENT UPON THE CUFAN NETWORK.**

The Department has announced plans to pay for the installation of fifteen FrED Mail nodes in strategic locations in the state in the fall of 1993, and it is exploring the potential uses of SERVE-line. Meanwhile, SCETV has announced that it has acquired Learning Link and will make its resources available to educators in the state. The future of the Department's earlier multi-million dollar state investment in the PATHWAYS system—which also runs on the CUFAN network—is unclear.

Ironically, key to all of these "alternative futures" for teachers assumes that teachers will be able to make a local dial-in call to a host—since that is the only sort of phone call that can be made from most of the phones that are available to teachers in most of South Carolina's public schools. Currently, only CUFAN provides a "local" dial-in network which is available to any teacher anywhere in South Carolina.

- **Local, dial-in access is critical to making any telecommunications network available to teachers. Currently, most teachers can only make local calls from school phones.**

If Clemson were to agree to provide all South Carolina teachers with unlimited dial-in access to the CUFAN network, all of the "alternative futures" that the Department has been considering—including Learning Link—could be economically incorporated and supported on a single network.

A fixed cost subscription fee of \$30 per month for each of the state's 1,120 public schools—for unlimited access—should provide Clemson—or with sufficient incentive (i.e., \$400,000 annually!) to upgrade the speed and reliability of the network and to provide its users with a satisfactory level of user support. The school subscription fee of \$285 per year that SERVE-line considered earlier in 1992—if used as a reasonable base—would generate nearly \$320,000 annually.

It strains credulity to imagine that a mix of federal and state funds could not be used to provide the funds that could motivate the Department and Clemson to reach some mutually acceptable accord.

- **The major sticking point in the use of the CUFAN network as the basis for an educational network is its cost. A relatively small amount of supplementary, outside funding should make it possible provide teachers and students with free access to computer resources throughout South Carolina and the world—and provide valuable communication links with major industries and businesses in South Carolina such as Michelin, BMW, Showa Denka Carbon, NCR, Policy Management Systems, etc.**

Ironically, the applications which SCNET participants have been using—VMS Mail, VAX Notes—are available on VAX computers to every university and every technical college. SCETV will support Learning Link with its own VAX computer. If

teachers were to be provided with local dial-in access to it, any one of these computers could serve as host to a statewide network.

Hundreds of teachers have received training and are using these applications. A large and growing number of them know how to use the NOTIS software that indexes the holdings of university libraries at Clemson, USC, the Citadel, and Charleston University. A number of them are already exploring the Internet via telnet, wais, and gopher systems.

- **Hundreds of teachers already know how to use applications that are common on university and technical college computers throughout South Carolina.**

In the Charleston area, COASTnet has installed a modem bank and is offering free use of its facilities—including connections to the Internet—available to any educator in the area. This includes computers at the Citadel, the University of Charleston, Southern University, Trident Tech, and—soon—the Medical University of South Carolina. All of these resources are reachable by anyone in South Carolina with access to the statewide DECnet(i.e., any member of the SCNET) or to anyone, anywhere, with access to the Internet.

- **COASTnet provides a practical example of how university and technical school resources could provide support for a statewide educational network.**

The “alternative futures” that are being considered by the Department of Education, should not sacrifice interconnectivity and access to the Internet.. It is the cost of using CUFAN to our teachers and students, and a level of support that CUFAN is financially unable , that are major sticking points. A sufficient level of outside support should allow Clemson to provide educators with relatively unlimited, “free,” access. In addition, such funding should make it possible for Clemson to provide 24 hour, 800 number assistance and to systematically upgrade the network to support faster dial-in access.

- **The “alternative futures” to CUFAN that are being considered by the Department of Education should not sacrifice interconnectivity and access to the Internet.**

SECTION II

Initial Project Objectives and Expectations Compared with Actual Accomplishments

A. Anticipated involvement of REACH schools

In the spring of 1989, BellSouth Foundation awarded \$197,500 to the Rural Education Alliance for Collaborative Humanities (REACH), to be awarded in four annual payments of \$49,375. The money was to provide training and technical assistance for teachers in eighteen, geographically isolated rural schools that were associated with Project REACH to encourage the creation and support of an electronic community of teachers who shared a common interest in improving instruction and learning in the humanities.

- **Involvement of REACH schools**

REACH teachers have been provided systematic training and technical assistance in VMS Mail and VAX Notes. Upon request, teachers in REACH schools and individual teachers affiliated with REACH have been provided both technical and programmatic assistance either online or through onsite assistance. . In an attempt to get everyone online, some schools and individual teachers have been provided inexpensive modems, serial cards, modem cables, and communication software. In some cases, school principals have "loaned" teachers computers to take home from school so that they could communicate after school hours.

REACH teachers are online and communicating with one another and with other South Carolina teachers using VMS-Mail and VAX Notes. A number have learned to retrieve information from resources available within South Carolina and on the Internet. Some have subscribed to Listservs and participate in Academy One, BreadNet, KIDSNET, CoSN, and other activities available online.

In March of 1990, A VAX Notes conference (HORIZONS) was created specifically for Project REACH and ran in conjunction with our first training conference. More than half of the schools affiliated with REACH during the first year participated in the HORIZONS conference.

In June of 1992, a second conference (\$_REACH:TRANSFORMING STORIES) was created specifically for Project REACH. The conference was created with two objectives: first, to support discussions by thirty teachers participating in the NEH Summer Institute on Southern Literature at Clemson and, second, to use the conference to begin to develop a case literature on text-based humanities teaching--and support interactive discussion--by teachers in schools affiliated with Project REACH during the 1992-1993 school year.

Individuals and groups of teachers have been coming online at a slow but steady pace throughout the school year. A number of the teachers are first year REACH participants even though they are teaching in "REACH" schools that have had teachers that have been online in the past. Each request for onsite assistance has been unique.

B. Anticipated support by the Department of English at USC

An office of telecommunications was to be established within the Center for Computers and Writing in the English Department at the University of South Carolina. For the four years during which the project was to be headquartered at the University of South Carolina, the English Department pledged office space and direct financial support for the project.

- **Support by the English Department at USC**

Support for the project from the English department, both financial and political, has exceeded reasonable expectations for a project of this sort--especially from **Dr. Bert Dillon, Dr. Greta Little, and Dr. Joel Myerson**, under whose leadership the project was originally funded. There have been three chairs of the English Department during the four years of the grant, but all have supported the project's initial objectives and its attempt to create a statewide telecommunications network.

Exceptionally forceful and consistent support for the project has also been provided over the entire four years of the grant by **Dr. Carol Kaye**, Dean of the College of Humanities and Social Sciences.

C. Anticipated support by CUFAN and Clemson University

The application for the BellSouth Foundation grant was written with the expectation--on the part of REACH--that telecommunications training and technical support for REACH teachers would be provided by the Clemson University Forestry and Agricultural Network(CUFAN). Although REACH had expected to be responsible for the programmatic and educational support of its teachers, its expectation of access to CUFAN and to training and technical support from its staff--specifically in the area of electronic mail and conferencing--were at the heart of the grant application submitted to BellSouth.

- **Support by CUFAN and Clemson University**

For reasons that may never be fully understood--which might in hindsight have been avoided by a written contract between CUFAN and REACH before the project was submitted to BellSouth Foundation for funding--substantial misunderstandings between REACH and CUFAN came to light which compromised their working relationship with one another.

Ironically, it was the magnitude of that misunderstanding that motivated Project REACH--perhaps "compelled" is a better verb--to try to develop a statewide educational telecommunications network. It was patently not an initial desire on the part of Project REACH to shift the focus of the BellSouth grant from its original intent, which was--and remains--the creation and support of an electronic community of teachers and students in rural South Carolina schools with a common interest in improving instruction and learning in the humanities.

When Project REACH was successful in establishing alliances with other educational organizations--substantially increasing the actual and potential number of paying customers for CUFAN, relationships between the CUFAN administration and REACH improved dramatically. Since January of 1991, Clemson University has provided strong and consistent support for our efforts.

An historical review of the evolution of the relationship between CUFAN and the Project REACH BellSouth initiative, suggests the degree to which our success in meeting

our "original" project objectives was dependent upon our success in creating a broader statewide telecommunications network for all educators.

HISTORICAL REVIEW

In the fall of 1990, the Director of BellSouth Foundation agreed to allow Project REACH to use its original grant monies to try to create a state network for educational telecomputing that would be open to any educator in South Carolina—not just to teachers in schools funded by Project REACH.

To understand why Project REACH suddenly attempted to do so much with so little, it is imperative for one to understand the magnitude of the differences between what Project REACH had been led to understand would be the level of support it could expect from CUFAN when it applied to the BellSouth Foundation for funding in 1989 and the level of support it was informed it would actually receive, as summarized by the Dean of Agricultural Extension on July 19, 1990.

It was not until July 19, 1990, in the meeting with the Dean of the Agricultural Extension Service, **Dr. Bud Webb**, and the Director of the CUFAN network, **Dr. Jerry Lambert**, that Project REACH came to the realization that its expectations of service and support from CUFAN were considerably more optimistic than what CUFAN would be able to provide.

In that meeting, REACH was told by Dr. Webb that support of public education was not a mandated "mission" of the Extension Service and that unless or until a decision was made by Clemson University to make the support of public education one of its missions, the Extension Service would not—in fact, could not—provide the technical assistance that we had understood would be available.

The meeting concluded with three promises from the Dean:

- (1) **First**, the Extension Service agreed to allow teachers to pay for and use the CUFAN network—until we could acquire our own computer;
- (2) **Second**, CUFAN would attach a unique prefix (i.e., "NT") to the username each educator we could entice onto the CUFAN network—to facilitate the mutual expectation that educators would be shifted from the CUFAN computer to a yet-to-be-acquired computer which would be administered and supported by Project REACH—just as soon as we could put together the critical mass of educators needed to support such a computer;
- (3) **Third**, the Dean promised that he would expedite the creation of accounts and usernames for educators and apologized for the difficulty we had experienced during the previous spring.

Our meeting with the Dean precipitated a second meeting, in August, with **Dr. Chris Duckenfeld**, Vice Provost for Academic Computing, and with **Dr. Dave Bullard**, Program Manager for the Division of Computing and Information Technology (DCIT). Dr. Duckenfeld expressed strong support for the project objectives and offered to buy a VAX computer for our exclusive use and provide support for it with Clemson personnel. He

said that he would buy the computer, using DCIT funds, and that we could lease the computer from him using fees which would be paid by educators in our network.

Our immediate problem would be to create the base of educators large enough to generate funds in an amount sufficient to support the cost of running our own computer and providing dial-in access to it.

- **The 1989-1990 school year: CUFAN and Clemson provide training**

In a telecommunications seminar sponsored by REACH in March of 1990, **Judy Pilgrim**, CUFAN Coordinator, provided training in the use of VMS-Mail and **Dr. Andrew Smith**, DCIT technical support, provided training in the use of VAX Notes. The training of our teachers during the the 1990-1991 school year had been predicated on their availability.

- **The 1990-1991 school year: CUFAN and REACH provide training**

In September, Dr. Smith accepted a position at the University of South Florida and Judy Pilgrim was scheduled off campus for the entire fall semester.

We began the second year of our grant in the fall of 1990 without a clue as to how we would provide our teachers with training in VMS-Mail or VAX Notes, who we could turn to help us to create and moderate online discussions, or even the sure knowledge that we would be allowed to create online discussion forums on the Clemson computer.

The negative consequences of Judy Pilgrim's absence from campus during the fall semester of 1990 were considerable.

Dr. Kemble Oliver, telecommunications coordinator for Project REACH, and Susan Leonard at the SC Arts Commission spent months on plans to network five geographically distant elementary schools—even to the extent of bringing teachers from the schools to planning meetings in Columbia. The teachers were excited at the prospect of piloting an impressive language arts curriculum based upon the use of a series of extremely high quality films and about the prospect of sharing students' responses to the films and to the curriculum using the CUFAN network. However, because we were unable to obtain usernames for the teachers until January of 1991, we were forced to abandon our project with the SC Arts Commission.

Because CUFAN had provided no administrative backup for Judy Pilgrim at CUFAN, new accounts could not be created or usernames assigned. Any attempt by REACH to develop a cadre of educators interested in exploring the possibilities of telecommunications appeared to be futile and we seriously discussed the possibility of simply abandoning the BellSouth project.

In January of 1991, following meetings with Representative Jennings McAbee and communications with Dr. Webb, our relationship with CUFAN suddenly and dramatically improved. Since that time, individuals on the CUFAN staff have consistently supported our efforts to develop a statewide network of educators. We have been especially fortunate to have had the support of **Judy Pilgrim, Diana Haynes and Norma Moss** within CUFAN

and the support of **Cathy Brown** and **Network Support staff** within the Division of Computer and Information Technology. In addition, we have received strong support for our efforts from **Dr. Dewitt Stone**, Assistant Provost of the University.

Judy Pilgrim and Diana Haynes (preceded by Norma Moss) have continued to timely and reliable help for the past three years in setting up new account and usernames and in providing other sorts of technical support that have been needed—especially in 1992 and 1993, for the regional workshops that the coordinator of the REACH office of telecommunications has been providing independently using facilities in the College of Engineering at USC and in Kinard Hall at Clemson University. To our knowledge, they have received no compensation from CUFAN or Clemson University for the hours they have spent helping us with the SCNET.

In May of 1991, **Judy Pilgrim**, CUFAN coordinator and **Dr. Kemble Oliver**, REACH telecommunications coordinator, worked together to provide instruction in VMS Mail and VAX Notes in a second, three-day telecommunications seminar.

Although Project REACH and CUFAN cooperatively provided training for participants, funding to cover travel expenses, lodging, and meals was provided by **Barbara Gottesman**, Director of the Center for School Leadership—with funding from the Commission on Higher Education, and by **Dr. Robert Snelsire**—with funding from SCUREF. Teachers in REACH schools which had not participated in the previous year's training seminar were extended the invitation to participate, with expenses to be paid by Project REACH—using funding from both the Rockefeller Foundation and BellSouth Foundation. Modems, modem cables, and telecommunications software were purchased for Associate Schools by the Center for School Leadership and by Dr. Snelsire for science and mathematics teachers participating in the DRBOB network. Planning for meals and lodging were competently handled by **Dr. Rita Stringfellow** of the Center for School Leadership.

Both **Dr. Benny Coxton** from the School of Education at Winthrop and **Jack Blodgett**, Executive Director of REACH, helped to provide instruction and technical support during the three-day workshop. That Clemson University, the University of South Carolina, and Winthrop University could collaborate effectively seemed to bode well for the future of what was to become known as the SCNET.

- **The 1991-1992 school year: CUFAN and REACH provide training**

In the fall of 1991 Judy Pilgrim and Dr. Kemble Oliver, working together, provided instruction for teachers in more than fifteen regional training sessions conducted in Clemson, Florence, and Orangeburg. Project REACH assumed responsibility for providing training manuals for all participants. The Center for School Leadership—using funds provided by the Commission on Higher Education—and Dr. Bob Snelsire—using funds provided by SCUREF—paid for travel, lodging, and food for the participants. In addition, they paid a substantial amount of money for renting the van Judy Pilgrim used to transport the computers for training. Project REACH paid the expenses of its participants and paid Judy Pilgrim a modest amount for the innumerable hours she spent transporting computers,

setting up the training labs, and breaking down equipment after each session. Extension offices in both Florence and Orangeburg were essentially shut down during our days of training in Florence and Orangeburg—but we never heard a word of complaint from the Extension employees who were discomfited by our presence.

Without the use of CUFAN facilities and equipment, none of the training provided during the 1991-1992 school year would have been possible.

- **The 1992-1993 school year: REACH provides training independently**

In June of 1992 Dr. Kemble Oliver, REACH telecommunications coordinator, conducted training in VMS Mail and VAX Notes for participants in the TEACH Summer Institute which is funded by the National Endowment for the Humanities and co-sponsored by Project REACH, USC, Clemson, and SC State. The only assistance we required of CUFAN was that they set up an account and provide usernames for participants. Judy Pilgrim and Diana Haynes, working together, ensured that this was done in a timely manner.

During the fall of 1992, Dr. Oliver, using facilities provided by the College of Engineering at the USC, conducted more than fifteen telecommunications seminars for the BellSouth Scholars Program, the SC Association of School Librarians, the instructors and network administrators from the technical college network, and for the Center of Excellence in Special Education Technology. In addition, he has continued to provide onsite technical assistance for teachers in a number of schools throughout the state. The only assistance we have required of CUFAN has been that they set up accounts, provide usernames for participants, and reset forgotten passwords. Judy Pilgrim and Diana Haynes, working together, have ensured that this has been done in a timely manner.

CUFAN'S financial predicament A FINAL WORD

During the fiscal year which concluded in July of 1991, the Agricultural Extension Service at Clemson ran over budget by \$1, 700, 000. During the fiscal year which concluded on July of 1992, it had a second deficit of \$1, 5 00, 000—a two year deficit of \$3, 200, 000.

In attempts to reduce the deficit, employees of the Extension Service have been asked to take unpaid annual leave. Positions have been eliminated.

Under the circumstances it is remarkable that the level of support we have received from Clemson has continued to be so positive—especially given that no special consideration has been extended to employees who have gone the second and third mile to help us support the network.

The Extension Service receives no supplementary funding from the state to support the CUFAN network, which currently pays more than \$21,000 each month—a quarter of a million dollars a year—just to cover the cost of the leased phone lines between the county extension offices and Clemson.

A fixed cost subscription fee of \$30 per month for each of the state's 1, 120 public schools—for unlimited access—should provide Clemson—with sufficient incentive (i.e., \$400, 000 annually) to upgrade the speed and reliability of the network and provide an acceptable level of user support. A school subscription fee of \$285 per year that SERVE-line was considering in the fall of 1992—if used as a reasonable base—would generate nearly \$320, 000 annually.

It does not seem unreasonable to expect that there is some fixed annual amount, perhaps with a built in margin of error—plus or minus—that could be used to determine exactly how much money it would cost the Department of Education or the state legislature to provide “free” unlimited access to the CUFAN network.

SECTION III

Creating the South Carolina Network for Educational Telecomputing(SCNET)

In the fall of 1990, with the assent of the BellSouth Foundation, Project REACH began an attempt to motivate educators and educational organizations throughout South Carolina—not just REACH teachers—to learn to use of electronic mail, conferencing, and information retrieval. For the past three years, working within the financial parameters of the original grant from BellSouth Foundation and with the help of the English Department at USC, Project REACH has worked to ensure the success of what has become known as—perhaps somewhat pretentiously—the **South Carolina Network for Educational Telecomputing(SCNET)**.

The objective of REACH for the past three years has been to interest enough educators in a telecommunications network to justify the purchase or lease of a computer and to provide funds for its support. Its motivation to create the network has been explained in Section II of this report.

A. Current Status of the SCNET

As of 1 April 1993, the SCNET has provided training and support in electronic mail, conferencing, and information retrieval for teachers in virtually every school district in South Carolina—as well as for a number of private school teachers and technical college, college, and university instructors. Virtually every one of the ninety-two school districts in South Carolina has one or more teachers or media specialists who are active participants in the SCNET.

Elementary, middle, and high schools are reasonably evenly represented in terms of number of schools and are geographically dispersed across the state. College and university professors from most colleges and universities take part in the network—together with a small contingent of educators from our technical colleges.

Usually organizations decide to join the network specifically to improve intraorganization communication; however, membership in the network inevitably promotes inter-organizational communication—and communication with others throughout the world via the Internet. Moreover, the cornucopia of resources available on the Internet has proven to be a siren's song for many of our members

B. Teachers and students have to pay to use the CUFAN network—unlike teachers and students in Florida, Georgia, North Carolina, Virginia, and Texas. Finding organizations to help us pay for online time is part of getting teachers to use the network.

Finding organizations with money to pay the costs for using the CUFAN network has presented those of us in South Carolina with considerable difficulty—both in talking educators into coming online in the first place and keeping them online once they have been trained. Unlike Florida, Georgia, North Carolina, Virginia, Texas—and soon Mississippi—teachers and students in South Carolina have to pay substantial online charges to use CUFAN(\$.15 per minute/\$9.00 per hour). We no sooner get teachers excited about using telecommunications with their students than we lose them because of its expense. This has been compounded CUFAN's financial inability to provide sufficient personnel to ensure that bills are sent out promptly and that, on multi-user accounts, the organization responsible for paying the bill gets a breakout of individual

users usage. The cost for CUFAN to bill on a monthly basis adds to the cost of using the system.

We have not acted alone in seeking financial support for online expenses, but in cooperation and collaboration with others. A number of organizations and individual school principals have paid considerable sums of money for teachers to participate in the training seminars we have offered and have underwritten the considerable costs involved in having teachers actually go online on the CUFAN network.

- **Project REACH(BellSouth Foundation, the Rockefeller Foundation)**
REACH has for the past five years funded telecommunications for its teachers and students. **Jack Blodgett**, Executive Director of Project REACH, has provided strong and unwavering support of the SCNET since its inception.
- **SC Cross Age Tutoring Project(Bingham Trust Foundation)**
SCCAT has been providing funds for students and their teachers to use telecommunications in providing tutorial assistance and collaboration with geographically separate schools.
- **The SC Center for Advancement of Teaching and School Leadership(South Carolina Commission on Higher Education)**
SCCATSL pays the online costs of teachers in all of its 150 schools and has, in addition, employed someone to provide onsite technical assistance to teachers in its schools. **Dr. Barbara Gottesman**, Director of the Center for School Leadership, has provided strong and unwavering support for the network, helping us fund training for multiple teachers from her network of 150 Associate Schools and providing for onsite technical support for the schools in the person of **Ms. Billie Bevers** who has herself been of invaluable support to the network.
- **Dr. Robert Snelsire(SCUREF)**
Bob Snelsire has provided more than \$100,000 from a **SCUREF** grant to support the online costs of nearly 200 science and mathematics teachers and their students. In the fall of 1991, **Dr. Snelsire**, joined with REACH and the Center for School Leadership to underwrite the cost of providing training for a statewide electronic community of nearly 200 science and mathematics teachers and their students..
- **The Governor's School for Science and Mathematics(Legislative Funding)**
The Governor's School of Science and Mathematics has been underwriting the online costs of more than 30 teachers at a continuing average cost of approximately \$300 per month. It is in the process of paying to have a direct 9600 baud connection established between the Governor's School and CUFAN.
- **Writing Improvement Network(Legislative Funding)**
- **SC Writing Project(District and National Writing Project funds)**
WIN and SCWP are underwriting the costs of project directors and WIN writing teachers on the network.
- **SC Association of School Librarians(SCASL funds)**
SCASL is underwriting the cost of its board members and network representatives--some sixty school library/media specialists, and has paid

travel and expense funds for members to participate in any of three telecommunications seminars provided for SCASL in the fall of 1992.

- **Individual Schools(Local funds, Target 2000 grant funds, EIA funds)**
This list goes on and includes individual principals--such as Dr. Rae McPherson at **Dreher High School** and Dr. Lynette Rinehart at **Aiken Elementary School**--who have decided its time for their teachers to begin to explore the world of telecommunications.
- **Clemson**
In 1992, With the help of **Cathy Brown**, VAX/VMS coordinator at Clemson, and **Terri Wright**, facilities were made available at Clemson that enabled Project REACH to provide hands-on training in electronic mail and conferencing for two groups of teachers: first, for more than thirty teachers selected to participate in a summer institute funded by a multi-institutional grant from the National Endowment for the Humanities(NEH), and, second, for key members of the Arts in Basic Curriculum Project(ABC), a statewide effort funded by the Educational Improvement Act.
- **York Technical College**
For the past three years, **Otis Lutz**, a network administrator at York Technical College and VAX/VMS guru, has provided us with invaluable technical advice and support.
- **Winthrop University:**
During the 1991-1992 school year, **Dr. Benny Coxton**, network administrator for the College of Education at Winthrop, provided us with invaluable technical assistance.
- **USC College of Engineering, BellSouth Foundation:**
In the fall of 1992 **Troy Travis**, network administrator in the USC College of Engineering, made training facilities available to us at USC made it possible for us to provide hands-on training for the BellSouth Scholars Project, for the SC Association of School Librarians(Three workshops), the sixteen Technical Colleges(Two workshops), and for the Center of Excellence in Special Education Technology.
- **State Board for Technical and Comprehensive Education(SBTCE)**
In the fall of 1992, **Carl Carraway**, a network administrator at the State Board for Technical and Comprehensive Education(SBTCE) and **Bob David**, Instructional Technology and Innovation Specialist, worked with REACH to provide training at USC in VAX Notes for teachers and administrators in the technical college network. Both have been supported in their efforts by **Dr. Ted McClure** and **Dr. Ken Kyre**.
- **The Citadel**
In the fall of 1992, **Dr. Rod Welch**, network administrator at the Citadel, established a link with the state network through Trident Tech in Charleston. He has promised to make his facilities available to us for training and will provide us with whatever technical support is needed.

C. Traffic on the network has been heavy

Between January 1, 1992 and January 1, 1993, the director of the REACH office of telecommunications exchanged more than 11, 000 personal electronic mail messages with

teachers in schools in South Carolina—most of which has been to provide online technical support and to answer questions of teachers. Incoming messages received as a result of membership in a single LISTSERVE, the Consortium for School Networking(CoSN), exceeded the 11, 000 personal messages from teachers--filling more than four high density diskettes.

Given the magnitude of total online charges paid to CUFAN during the 1992-1993 school year, other educators appear to be equally active on the network. The phrase "appear to be active" is operational because CUFAN has not, like Pathways and SERVE-line, provided any way to monitor who is active on the network and who is not; nor has CUFAN been able to provide us with any sort of master list our "NT" usernames so that we could follow up with participants whose accounts are either very active or those which are essentially "dead" accounts.

For some period of time during 1992 we know from personal communications that both Fort Mill High School and the Governor's School of Science and Mathematics were running bills with CUFAN in excess of \$300 per month. One month Fort Mill high school—which has deliberately encouraged its students to use the network—had a cost for online time or more than \$800.

D. Traffic on alternative networks

Although members of the SCNET pay to use the CUFAN network, we have from our inception actively encouraged teachers and students to explore other telecommunications resources and to share their explorations with others on the conference called MATRIX.

- **SERVE-line**

The cost of a year of SERVE-line is only twenty-five dollars a year--less than the cost of only THREE HOURS of time on CUFAN. More than 2, 800 South Carolina teachers are now using SERVE-line, more than any other southeastern state.

- **COASTnet**

COASTnet, in Charleston, is offering free Internet accounts to any educator in the Charleston area.

- **FrED Mail**

Next fall the SC Department of Education plans to fund the creation of fifteen FrEDMail nodes in the state. The Department anticipates that the FrED Mail nodes will eventually be integrated into a larger, more comprehensive network. For the present, however, FrED Mail access--for those who can reach a node with a local call--will be free.

All three of the above alternatives are free or affordable.

E. Telecommunications seminars and moderator support for online conferences

In cooperation with CUFAN, USC, SBTCE and others, REACH has provided training and technical and programmatic support to a myriad of educators in South Carolina.

In the spring of 1990, REACH provided a telecommunication seminar at Clemson for REACH teachers and key leaders in the area of language arts from throughout South Carolina. Instruction in VMS Mail was provided by Judy Pilgrim; instruction in VAX Notes by Dr. Andrew Smith.

- Project REACH and key leaders in language arts from across the state
Conference HORIZONS created to support communications between and among REACH teachers and their students.

In the fall of 1990, Using funding support from BellSouth Foundation, the director of the REACH office of telecommunications developed a training manual on electronic mail and conferencing called **A Place to Begin**, which has since been used in training seminars and widely distributed at no charge to teachers in schools throughout the state.

In the spring of 1991, Project REACH—using funds from BellSouth Foundation—and the Center for School Leadership at Winthrop University—using funds from the Commission on Higher Education—provided a second statewide training seminar at Clemson University. Instruction in VMS Mail was provided by Judy Pilgrim; instruction in VAX Notes by Dr. Kemble Oliver. The conference, **RESTRUCTURING**, was created to support communication between and among Associate Schools.

- SC Center for the Advancement of Teaching and School Leadership
- **Conference RESTRUCTURING created to support discussions of school reform between and among Associate Schools**

In the fall of 1991, Project REACH, the Center for School Leadership at Winthrop University—with funds from the Commission on Higher Education, , and Dr. Bob Snelsireat Clemson University—using a grant from Westinghouse, pooled resources to provide nine regional training seminars in Florence, Orangeburg, and Clemson. An additional workshop was provided for a joint SCETV/Dept of Education initiative to train a cadre of master science teachers to share curricula with one another. Since the training, the Center for Leadership has been providing technical onsite assistance to educators in its statewide network of schools. Instruction in VMS Mail was provided by Judy Pilgrim; instruction in VAX Notes by Dr. Kemble Oliver.

- Four regional workshops at Clemson
 - **Conference DRBOB created for science and mathematics teachers**
 - **Conference UZDUK created to provide practice in VAX Notes**
- Four regional workshop in Florence
- Four regional workshops in Orangeburg
- Texaco workshop for Master Science Teachers
 - **Seven conferences created to support the Texaco Project**

In June of 1992, more than thirty teachers selected to participate in an NEH-funded summer institute on Southern Literature were provided training in electronic mail and conferencing at Clemson University. A special conference, **TRANSFORMING STORIES**, was created to support discussions among participants of assigned readings in the summer institute. A number of the NEH teachers have continued their participation in the **TRANSFORMING STORIES** conference, which is the conference Project REACH is using during the 1992-1993 school year to develop a case literature of text-focused humanities instruction. They, and REACH teachers requesting assistance have received follow-up assistance, on-site, throughout South Carolina during the 1992-1993 school year.

- NEH Southern Studies Institute

- **Creation of conference TRANSFORMING STORIES**

In the fall of 1992, with the support of Troy Travis, Network Administrator for the USC College of Engineering and Bob David and Carl Carraway, with the State Board for Technical and Comprehensive Education, REACH has been training seminars for a number of different organizations using facilities in the College of Engineering at USC. Creation of organization-specific conferences and all instruction has been provided by Dr. Kemble Oliver, coordinator of the REACH office of telecomputing.

- USC BellSouth Scholars Project
 - **Creation of conference ZERO by Troy Travis**
- South Carolina Association of College Librarians(Three workshops)
 - **Creation of conferences SCASL, and invitational conference \$ _SCASL**
- Technical Colleges of South Carolina(Two workshops),
 - **Creation of conference KUDZU by Carl Carraway and Kemble Oliver**
- Center for Excellence in Special Education Technology.
 - **Creation of conference PEGASUS**

In the spring of 1992, with the help of Cathy Brown and Terri Wright at Clemson, REACH provided two training seminars at Clemson one in the summer of 1992 and the other in the spring of 1993:

- Arts in Basic Curriculum Project(ABC)
 - **Creation of conference ARTIST**

F. Technical and Moderator Support for Online Conferences

Onsite technical support has been provided to schools upon request both by the telecommunications coordinator and by Cate Townsend, who has been generous of her time as a REACH consultant and who has, in many cases, provided assistance simply in exchange for expenses.

A number of VAX Notes conferences have been created over the past three years of the project, some more successful than others. Participation in conferencing has and will continue to be adversely affected by the cost of using the CUFAN network.

During the 1992-1993 school year, a "home conference" was created called, aptly enough, the SCNET Conference. Like the "briar patch" of Brer Rabbit, teachers who join the SCNET conference can find their way anywhere in the complex of conferences that have been created over the past couple of years--regardless of the computer on which the conference is running. The use of "rabbit holes" or "linked-notes" is a powerful feature of VAX Notes--largely overlooked by those familiar with VAX Notes--that makes subscribing to conferences far easier for teachers than they might otherwise be.

HOME CONFERENCE FOR THE SCNET

- **SCNET: The Briar Patch**
Central conference("briar patch") of the SCNET. Introductory conference for all members of the SCNET. Contains annotated directory("briar patch") to other conferences with linked-notes("rabbit holes")--regardless of the computers on which they are supported-- to conference to facilitate subscribing to same. The

conference called SCNET is at the center of a complex of VAX Notes conferences hosted by computers throughout South Carolina which participate in the statewide DECnet.

The SCNET is moderated by the telecommunications coordinator of Project REACH in the English Department at USC-Columbia--with support from Cathy Brown in the Division of Computer and Information Technology at Clemson; Otis Lutz, network coordinator at York Tech; Carl Carraway, network coordinator at SBTCE; Troy Travis, network coordinator in the USC College of Engineering, and Rod Welch, Director of Information Resources at the Citadel.

CENTRAL SCNET CONFERENCES

- **CLASSIFIEDS: Positions Available**
Created for the Teacher Recruitment Center at Winthrop University. Listings of positions for educators by district. A potentially invaluable resource that has never been used--possibly because until recently, virtually no school district "central office" personnel have participated in the SCNET--most participants are teachers and their students.
- **CALENDAR(NET_CALENDAR): Event Planning Calendar for Educators**
Multi-Year event planning calendar (by Month and Year) for educational organizations. It is intended to serve as a complement to the hard copy calendar of events published each fall by the South Carolina Department of Education. NET_CALENDAR is moderated by the telecommunications coordinator of Project REACH in the English Department at USC-Columbia.
- **MATRIX: Exploring Other Worlds Online**
Descriptions of resources available and complementary networks such as SERVE-line, FrEDMail, FreeNet, America Online, Prodigy, and so forth. A place to share explorations of cyberspace with others similarly inclined. MATRIX is moderated by the telecommunications coordinator of Project REACH in the English Department at USC-Columbia.

There may be some causal relationship between MATRIX and the more than 2,800 South Carolina teachers who have established connections with SERVE-line--more than any other southeastern state.
- **SHOPTALK: Collaborative Technical Assistance Forum**
Collaborative technical assistance forum for help with software and equipment. SHOPTALK is moderated by the telecommunications coordinator of Project REACH in the English Department at USC-Columbia.
- **UZDUK: The Swamps of UZDUK**
Unmoderated VAX Notes conference for practice and instruction. Used initially as an introduction to VAX Notes in regional training conferences conducted in the fall of 1991.
- **KUDZU: Practice Conference for the Technical College Network**
Created in the fall of 1991 to support telecommunications seminars for technical college personnel in the use of VAX notes. For the moment, KUDZU serves as the main VAX Notes training conference for technical colleges in South Carolina. The conference runs on a computer owned by SBTCE. It is moderated by Carl Carraway and Bob David at SBTCE, with assistance from the telecommunications coordinator.

of Project REACH in the English Department at USC-Columbia. Members of the KUDZU conference have been provided a "rabbit hole" to the SCNET conference and from there they can subscribe to and participate in any listed conference.

INSTRUCTIONAL REFORM AND ASSESSMENT

- **TRANSFORMING STORIES: Building a Case Literature in Text-Based Humanities Teaching**

Initially implemented in the summer of 1992 with teachers involved with the NEH Summer Institute on Southern Literature at Clemson University, it is at the heart of the development of a case literature on/discussion of text-focused humanities teaching in all REACH schools for the 1992-1993 school year. The Transforming Stories conference is moderated by Jack Blodgett, Executive Director of Project REACH with support from the telecommunications coordinator of Project REACH in the English Department at USC-Columbia.

- **RESTRUCTURING: Forum on the Variables Associated with School Reform**

Initially implemented in the fall of 1991 to support discussion of the variables of school reform by the network of associate schools affiliated with the SC Center for School Leadership, this evolving forum is the central discussion forum of the variables of school reform recognized by the Center for School Leadership. RESTRUCTURING is moderated by Dr. Barbara Gottesman, Director of the Center for School Leadership at Winthrop University with assistance from the telecommunications coordinator of Project REACH in the English Department at USC-Columbia.

- **VIGNETTES and VIGNETTES_II**

Created to capture "vignettes" of school and district-based reform efforts and to capture "vignettes" of multi-district, regional, or statewide reform efforts.

- **TWELVE_SCHOOLS: Forum on Authentic Assessment in Language Arts, Math, and Science**

Created in June of 1992 at the request of the Office of Authentic Assessment at the SC Department of Education. The Twelve Schools Project is a state-funded effort by twelve schools in South Carolina to develop and chart alternative methods of assessment in Language Arts, Mathematics, and Science. Implementation of South Carolina's Curriculum Frameworks in five additional curriculum areas may lead to the expansion of TWELVE_SCHOOLS or to the creation of discussion forums in each of the curriculum areas. The TWELVE_SCHOOLS conference is moderated by Dave Potter at the Department of Education with assistance from the telecommunications coordinator of Project REACH in the English Department at USC-Columbia.

LANGUAGE ARTS

- **CIRCLE: A Discussion Forum for Writers and Readers**

Created in the fall of 1992, the purpose of CIRCLE is to provide a place for teachers, students, and interested others to recommend and discuss literature--fiction, nonfiction, plays, poetry, film--and to share writing with one another. CIRCLE is supported by the Writing Improvement Network and by the South Carolina Writing Project, a confederation of National Writing Project sites in South Carolina which has been in operation continuously since 1982--with assistance from the telecommunications coordinator of Project REACH in the English Department at USC-Columbia.

- **TUTOR: Cross-Age and Peer Tutoring in South Carolina**
Created in the fall of 1992 at the request of Dr. Elspeth Stuckey, Director of the Bingham Trust Foundation's Cross-Age Tutoring Project in South Carolina, TUTOR provides a place for tutors and their students to interact with one another, regardless of geographic proximity. TUTOR is supported by Dr. Stuckey with assistance from the telecommunications coordinator of Project REACH in the English Department at USC-Columbia.
- **WRITESTUFF: Teaching Writing**
Created in the fall of 1991, WRITESTUFF is a forum for teachers interested in the pedagogy of writing--regardless of grade level or discipline. It is supported by the Writing Improvement Network and by the South Carolina Writing Project, a confederation of National Writing Project sites in South Carolina which has been in operation continuously since 1982--with assistance from the telecommunications coordinator of Project REACH in the English Department at USC-Columbia.

FINE AND PERFORMING ARTS

- **ARTIST: Forum in Support of the Arts**
Created in March of 1993 at the request of Ray Doughty, Director of the statewide Arts in Basic Curriculum project, ARTIST has been created to provide a public forum for discussion of the arts in South Carolina. Schools, the SC Arts Commission, and the public are invited to participate. ARTIST will be supported by Ray Doughty with assistance from the telecommunications coordinator of Project REACH in the English Department at USC-Columbia--and hopefully with assistance from Jim Summers, network coordinator at the SC Arts Commission.

INSTRUCTIONAL TECHNOLOGY, AND INFORMATION RETRIEVAL AND MANAGEMENT

- **BOOKTALK : The South Carolina Book Awards**
Initially created in 1990, its purpose is to encourage the participation of teachers and students in the selection of South Carolina's book awards. Each topic begins with an annotated description of the content of each nominee. Students and teachers are encouraged to provide their own evaluation so nominees. Booktalk is moderated by Cate Townsend and Freida Callison, a media specialist in Anderson County.
- **IT_MC: Conference on Applied Interactive Multimedia**
This conference, which runs on a computer at York Technical College in Rock Hill, was created to provide a forum for discussion of applied interactive multi-media. It is moderated by Otis Lutz at York Tech, Bob David at the State Board for Technical and Comprehensive Education, and Dr. Cheryl Wissick, Director of the Educational Technology Center at USC-Columbia.
- **LINK: Dynamic Newsletter for School Library Media Specialists**
Initially created in 1990, this dynamic newsletter, maintained by Cate Townsend from her home in Ninety-Six, contains a wealth of information--continually updated, on instructional technology, conferences, resources, and so forth. It is the electronic counterpart of Media Link, which Townsend maintains for media specialists in the state.
- **MANDARIN: Invitation Forum on Library Automation**

Created in 1991 at the request of Lyn King, Media Specialist at Richland Northeast High School in Richland County. Its purpose is to provide a forum for media specialists who have selected MANDARIN as their library automation option.

- **PEGASUS: A Forum on Special Education Technology**

Created in January of 1993 for the Center for Excellence in Special Education Technology at the University of South Carolina. Its purpose is to provide a forum for the discussion of technological support for visually and physically handicapped and learning disabled students. The Center for Excellence in Special Education Technology operates under the aegis of the Commission on Higher Education. PEGASUS is supported by Jon Dubose, Coordinator for the Center for Excellence.

- **SCASL: For School Library Media Specialists**

Created in September of 1992, this conference is a public discussion forum set up for media specialists in South Carolina at the request of the SC Association of School Librarians(SCASL). It is maintained by David Bell, a media specialist at Myrtle Beach High School

- **\$_SCASL: Administrative Forum for SC Association of School Librarians**

Created in September of 1992, this invitational conference was created to facilitate communication between and among the board members and network representatives of the SC Association of School Librarians.

HISTORY AND SOCIAL STUDIES

- **ARCHIVE: A Forum for Local Historical Research**

Archive contains a separate discussion area for each of the forty-six counties in South Carolina. It was created to support collaborative local history research by teachers and students

SCIENCE AND MATHEMATICS

- **DRBOB: A Forum for Science and Mathematics Students and Teachers**

Initially created in the fall of 1991, the conference called DRBOB supports interactive discussion between and among science and mathematics teachers and their students in classrooms throughout South Carolina. Online costs for participants are supported by a SCUREF grant of \$107,000 awarded to Dr. Robert Snelsire, an engineering professor at Clemson University. DRBOB is moderated and supported by Dr. Snelsire.

- **AIR_AND_WATER**
- **COASTAL_ECOLOGY**
- **MATTER**
- **NATURAL_RESOURCES**
- **SCIENCE_AND_TECHNOLOGY**
- **WEB_OF_LIFE**

Created in the fall of 1991, the conferences above were created at the request of SCETV and the Office of Instructional Technology Development(OITD) of the SC Department of Education to support development and sharing of curriculum plans by a cadre of master science teachers funded under the aegis of a grant from the TEXACO foundation. The conferences are supported by field representatives of the OITD.

**G. The South Carolina Network for Educational Telecomputing (SCNET):
Future Directions**

Access to electronic mail servers, one individual to another, can now be had most anywhere, and access to the Internet at a level equivalent to that provided by CUFAN is now becoming available to individuals at affordable prices from a number of commercial vendors.

In December of 1992 Delphi announced a fixed rate subscription to the Internet that provides unlimited access to the Internet for less than \$36 a month—an amount equal to four hours of CUFAN connect time. Delphi joins a growing number of other commercial firms that are exploring ways to provide individuals and organizations different levels of access to the Internet at a fixed monthly rate. Individual users who can take advantage of fixed cost commercial access to the Internet would be advised to do so.

The advantage of a “state network” now lies in its ability to send messages to designated groups of individuals, via distribution list, quickly and reliably and at less cost than the postal service. The advantage of a “state network” now lies in its ability to facilitate leadership by informed consensus, rather than by fiat or legislative edict, that it can be used as mechanism for considering the shared knowledge and expertise of teachers in the development of instructional curricula—such as the South Carolina Frameworks initiative or the Twelve Schools Project.

But such a “state network” will have to be free to the individual user or it is doomed from the beginning.



Dr. Barbara Stock Nielsen
State Superintendent of Education

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

July 16, 1992

Dr. Kemble Oliver
Center for Computers and Writing
Department of English
University of South Carolina
Columbia, SC 29208

Dear Kemble:

We want to thank you for sharing your knowledge about SCNET with the participants of the 12 Schools Project at our June Institute. Your comments were direct and helpful as we all begin to use this system to communicate.

I'm sure we all will be calling on you in the future as we become more involved in using SCNET. Once again, I want to extend a warm thanks from the entire Office of Assessment, Marshá, Cathi, David, and myself.

Sincerely,

A handwritten signature in cursive script, appearing to read "Pat", is written over a horizontal line.

Patricia Mohr, Ph.D.
Office of Authentic Assessment

d31 a. letter6.doc

STONE SOUP TIME: AND HASN'T IT ALWAYS BEEN?

By S. Kemble Oliver, III, Ph.D.
Coordination and Technical Support, The SCNET
Department of English, USC-Columbia

* * *

The Office of Instructional Technology Development has graciously asked me to do a short piece on what a number of us feel we have accomplished over the past three years in our attempt to build ourselves a statewide telecommunications network.

Any inaccuracies of fact in the article, if they are present, are unintentional, but I bear sole responsibility for them. The opinions expressed are also my own, but are shared by most of us who have been involved with and excited by the prospect of the cornucopia of opportunities promised by inexpensive, universal access to a statewide telecommunications network.

SOUTH CAROLINA'S SHADOW NETWORK: THE SCNET

On January 1, 1990, only a handful of teachers in South Carolina were known to be communicating with each other through electronic mail. Two years later, on January 1, 1993, more than a third of the 1,120 public schools in South Carolina have teachers active and communicating with each other on a statewide telecommunications network. Many of these teachers are active users of the global Internet, participating in education forums such as KIDSNET, FrED Mail, and Academy One.

The progress of this transformation to date, and what must still be done to realize our dream of a seamless, statewide educational network are the objectives of this article.

DEEP SPACE NINE: THE TRANSPORTER ROOM IS OPERATIONAL

One of the great ironies of South Carolinians is that we seem so often oblivious to treasures close at hand. For the past three years, a number of us have been proselytizing the rest of you to join our crusade to build a statewide telecommunications network for educators and students.

Our name is legion. We've conducted training sessions for large groups, small groups, and done one-on-one sessions with individuals at your school or in your homes. Presentations have been given at the state and regional conferences of virtually every educational organization in the state. We've become recognizable pests in the corridors of the Department of Education, the Commission on Higher Education, SCETV, the South Carolina Chamber of Commerce, Southern Bell, BellSouth, Digital Equipment Corporation, MCI, AT&T, Apple, IBM, DRIM, SMTCE, DCIT, and a number of other organizations with equally unfamiliar acronyms. And we've been alternatively bewildered and frustrated by our inability to marshal coordinated and cooperative support for what we envision as the future we must come to in education.

THE IRONY IS THIS

The irony is that a statewide telecommunications network ALREADY exists. The CUFAN computer called EUREKA is only ONE of an array of computers in South Carolina which share a common wide-area-network: Anyone with access to any ONE of these computers can communicate with and share information and ideas with anyone anywhere else on any of the other computers on the network. The network has a high "invisibility index": Both its existence and its potential to transform communications both within the public school-technical college-university community and between the educational community and the REST of South Carolina seem to be ignored by virtually everyone in a position to realize its potential for the citizens of the state.

All of the state's 16 technical colleges and virtually every major university in South Carolina(e.g., Clemson, Charleston University, the Citadel, the University of South Carolina, the MUSC) are connected, as well as a few specialized computers such as the VAX 9000 that supports the Southeastern Manufacturing Technology Center(SMTC). The SMTC computer is part of a multi-million dollar investment of time and money by IBM, Digital Equipment Corporation, at least three of our technical colleges, and the State Development Board to explore ways of introducing small manufacturing firms in South Carolina to advanced technology. Science and mathematics teachers: Are you listening?

Direct your computer to make a local phone call. Log onto CUFAN using your SCNET username and password:

Now you can participate in discussions hosted by computers virtually anywhere in South Carolina. Jump into the TRANSFORMING STORIES conference or the RESTRUCTURING conference hosted by EUREKA at Clemson; bounce over to the TECH_PREP or the multimedia conference hosted by SPOCK at York Tech. Bored with that? Transport yourself to the KUDZU conference on the SBTCE computer or ZERO on the MV3800 at USC.

When is the Southeastern Manufacturing Technology Center(SMTC) computer going to let the rest of in on what is going on with small business manufacturers in South Carolina--those who create the most jobs for the rest of us?

Check out the Children's and Adults Resource Express(CARE), coming to you from the Brown Building in Columbia. Check out the National Dropout Prevention Center at Clemson. Check the stacks at Clemson(LUIS), the stacks at USC(USCAN), the stacks at the State Library(LION), the Citadel Library, the Ashley Library at the University of Charleston.

The existing statewide, wide-area-network, is like the transporter room in Deep Space Nine. Once you are on any computer in the network, you can go to any other computer, anywhere in the state, at light speed--just as, from EUREKA, you can exchange messages with friends in Japan, Denmark, Australia, Vermont, or Timbuktu through the wormhole of the global InterNet.

THE CLEMSON UNIVERSITY FORESTRY AND AGRICULTURAL

NETWORK(CUFAN)

Our statewide telecommunications network, originally called just "the net," and now called--perhaps pretentiously--the South Carolina Network for Educational Telecomputing(SCNET), uses a computer network originally created to link the state's agricultural extension offices to Clemson University. This network is called the Clemson University Forestry and Agricultural Network(CUFAN).

The Agricultural Extension Office at Clemson has been generous in allowing school teachers and their students access to CUFAN. Those of us on the network can make a local phone call to a county extension office--from school, home, motel, or business--and connect with the network. Once connected we can exchange mail messages with colleagues not only in South Carolina but with virtually anyone on the global InterNet. We can create and participate in educational discussion forums, publish organizational newsletters, conduct ERIC searches, or peruse the holdings of virtually every major library in South Carolina.

But the cost of CUFAN access (\$.15/minute or \$9.00/hour) is prohibitively expensive for most of us--especially if our students are to be permitted to use the system.

From the perspective of CUFAN, which is paying in excess of \$21,000 a month to maintain the statewide network, the cost is not unreasonable--particularly since CUFAN must generate the revenue used to support the CUFAN system, or make it up from Agricultural Extension Service funds. Because no outside funding has been provided for CUFAN, it has been unable to provide more than a bare minimum of support for the network. Anyone who has been fortunate enough to have been able to work with Judy Pilgrim knows the long hours she has put in for those of us on the SCNET. Most of us do not know about the backdoor support we have been provided by people like Norma Moss, Diana Haynes, Cathy Brown, or Otis Lutz at York Technical College.

POTENTIAL ALTERNATIVES TO CUFAN

One of the alternatives to CUFAN the State Department of Education has been exploring has been the use of SERVE-line, a computer network that has been established to link southeastern educators. Access to SERVE-line is provided via interstate 800 service. Annual subscription to the service is available to schools for only \$25 a year. A projected increase in rates to \$285 a year has been delayed indefinitely.

Another, short-term alternative, is the projected establishment and support of fifteen Fred Mail nodes by the Department of Education.

Using SERVE-line is an option that should obviously be explored, especially if the use of SERVE-line would enable us to retain access to the existing wide area network.

A network that did NOT allow us access to the state's library resources would be a step backward--as would be a network

that did NOT allow us us to moderate our own online discussion forums--such as TRANSFORMING STORIES, RESTRUCTURING, DRBOB, CIRCLE, WRITESTUFF, or the TWELVE_SCHOOLS project. The South Carolina Curriculum Frameworks positively beg for extended discussion, not only during the time the frameworks or being created, but during the years when all of us should be sharing ideas and information about their implementation.

WHAT WILL NEED TO BE ADDRESSED--REGARDLESS OF HOW THE NETWORK IS SUPPORTED

Regardless of what network may eventually be chosen to serve educators in the state, the following FIVE problems will still need to be addressed:

1. BASIC EQUIPMENT

Back in the spring of 1990, one of the major problems was the initial cost of getting connected, but costs are plummeting. A 2400 baud modem that cost nearly \$300 in 1990 can now be had for less than \$60, and usually comes bundled with usable telecommunications software. And the extremely rapid advance in personal computer technology means that a personal computer adequate for using online can be had from \$300 to \$600.

The cost of the equipment required to go online is no longer an issue.

2. TRAINING AND TECHNICAL SUPPORT

Most of us now have at least one VCR in our homes; however, according to press reports, not only Tipper Gore, but eight out of ten of the rest of us are unable to program our VCR. Many of us are just now learning to use a personal computer--in fact, the first contact many of us had with personal computers or modems was motivated by our desire to exchange information with other teachers on the Internet. Training and technical support are needed.

For the past three years, many of us have been either conducting formal training sessions for groups of teachers or sharing what we have learned with others. But onsite technical support and assistance are in short supply. One way of increasing the availability of onsite technical assistance, would be to provide training for the PATHWAYS coordinators that are already employed in our school districts. The State Department of Education currently pays for "a portion" of the salary of local PATHWAYS coordinators. The \$15,000 supplement paid to each of the school districts totals \$1,380,000 a year--nearly 28 times the total operating budget of the SCNET over each of the past three years.

The cost of technical training and onsite support, if training were to be provided PATHWAYS coordinators, should not be an issue. But the Department of Education will need to provide training and support for the PATHWAYS coordinators.

3. SCHOOL LINES ARE "BUSINESS" LINES. WE PAY ACCORDINGLY:

Using the statewide network does not require a "dedicated" phone line, but it does require access to a phone line that cannot be interrupted by someone picking up a phone somewhere else on a local system. When such a line must be installed in a school, the costs can be prohibitively expensive, equalling or exceeding the actual cost of online connect charges.

Installation and monthly costs of phone lines to schools--in South Carolina--are set by our Public Service Commission. Schools must pay "commercial" rates for their phones, and schools in highly populated areas of the state must pay more than schools in less populated areas of the state. The logic for the inequality in rate structure makes a sort of sense for business lines. There is no logic for unequal rates for schools--unless school charges varied with the number of students enrolled in the school.

Who approves installation and monthly costs for phone lines? Our Public Service Commission.

4. THE COST OF INTRASTATE LONG DISTANCE IS EXPENSIVE

The cost of intra-state, long-distance access in South Carolina appears to be extremely expensive. According to information compiled on a regular basis by AT&T, we pay more than citizens in more than forty states to make an intrastate, long-distance phone call.

Locating a host computer designed to support a statewide telecommunications network in Georgia or North Carolina makes more economic sense than locating it within our own state. Our Public Service Commission regulates what twenty-seven independent phone companies in South Carolina can charge long distance suppliers. If the rates allowed are high, all of us pay the costs both directly to the phone companies and in increased school taxes.

More importantly, the extremely high cost of "intra-state" access to long distance suppliers means that the cost of intra-state 800 service in South Carolina is extremely expensive, because what long distance companies pass on to us must include the costs charged them by local phone companies.

Who controls the cost of intrastate access? Right you are: our Public Service Commission.

5. COORDINATION AND SUPPORT FOR THE NETWORK

The one requirement most generally overlooked when the "creation" of a statewide educational network has been discussed is the one most important to its success or failure. Every existing educational network--whether it be Big Sky Telegraph, FreeNet, BreadNET, Virginia PEN, or GC EduNET--involves the cooperation and support of lots and lots of dedicated people who are willing to provide onsite technical support to individuals or moderator support to continuing online discussions. Most of the successful networks live and breathe as a result of enormous amounts of volunteer support.

IT'S STONE SOUP TIME. WHAT CAN YOU CONTRIBUTE?

It is "stone soup" time. No statewide communications network will be successful unless all of us can find a way to put aside our concerns about personal "turf" and see what concrete steps can be taken to work together to share resources and expertise with one another.

**Annual Report
to
BellSouth Foundation**

**Project REACH
Telecommunications Grant
(1 July 1992—1 April 1993)**

ATTACHMENT #A

Contents:

- 1. Directory of SCNET participants, statewide**
- 2. Directory of SCNET participants: ELEMENTARY SCHOOLS**
- 3. Directory of SCNET participants: MIDDLE AND JR. HIGH SCHOOLS**
- 4. Directory of SCNET participants: HIGH SCHOOLS**
- 5. Directory of SCNET participants: TECHNICAL COLLEGES**
- 6. Directory of SCNET participants: COLLEGES AND UNIVERSITIES**

Participant Directory
for the
South Carolina Network for Educational
Telecomputing
SCNET

Listings Current as of:

1 March 1993

SCNET FIELD DIRECTORY 1992-1993: UPDATE(15 MARCH 1993)

	Last Name	First Name	Middle Name	OSNET Address	Acct #	School Name	District
1	-do-	GARRETT	RICHARD		QNTWGRRT	Abbeville DO	Abbeville
2	-es-				QNTAKNEL	Aiken ES	Aiken
3	-es-	RINEHART	LYNETTE		QNTLRNHR	Aiken ES	Aiken
4	-es-				QNTMMND	Hammond ES	Aiken
5	-ms-	HUMPHREYS	SUSAN		QNTSHMPH	Langley-Bath-Clearwater MS	Aiken
6	-ms-				QNTNAGST	North Augusta MS	Aiken
7	-es-	Slay	Jane	V.	NTJSLAY	Redcliffe ES	Aiken
8	-hs-				QNTAIKEN	South Aiken HS	Aiken
9	-hs-				QNTSAKN	South Aiken HS	Aiken
10	-hs-	BROCKINGTON	CELESTE		QNTCBRCK	South Aiken HS	Aiken
11	-hs-	BROOKS	DOROTHY		QNTDBRKS	South Aiken HS	Aiken
12	-hs-	BROWN	KATHERINE		QNTKBRWN	South Aiken HS	Aiken
13	-hs-	LANHAM	WILLIE		QNTWLNHM	South Aiken HS	Aiken
14	-cu-	GINSBERG	RICK		QNTRGNSB	USC-Aiken	AIKEN
15	-es-				QNTALNDH	Allendale ES	Allendale
16	-hs-	KENTOPP	TIM		QNTTKNTP	Allendale-Fairfax HS	Allendale
17	-ms-				QNTALLND	Allendale-Fairfax MS	Allendale
18	-ms-	GOODMAN	LORETTA		QNTLGDMN	Allendale-Fairfax MS	Allendale
19	-cu-	LAWTON	BESS		QNTBLWTN	Salkahatchie-Education	ALLENDALE
20	-cu-	CARMICHEL	ANN		QNTACRMC	USC-Salkahatchie	ALLENDALE
21	-cu-	HARRIS	JOELLEN		QNTJHRRS	Anderson College	ANDERSON
22	-cu-	ROBBINS	HAL		QNTHRBBN	Central Wesleyan	ANDERSON
23	-tc-	Barnes	Larry		TRCADM::BA	Tri-County Tech	ANDERSON
24	-tc-	Nessler	Bruce		TRCTEC::NES	Tri-County Tech	ANDERSON
25	-tc-	Stancell	Sally		TRCADM::AIS	Tri-County Tech	ANDERSON
26	-tc-	WALTER	Sieve		TRCADM::WA	Tri-County Tech	ANDERSON
27	-es-				QNTCDRGR	Cedar Grove ES	Anderson 1
28	-hs-	TURNER	MADELYN	RUTH	QNTMRTN	Palmetto HS	Anderson 1
29	-ms-	MANCINO	JUDY		QNTJMNCN	Palmetto MS	Anderson 1
30	-ms-	JOHNSTON	RICK		QNTRJHNS	Southwood MS	Anderson 1
31	-es-	JONES	MARGUERITE		QNTMJNS	Spearman ES	Anderson 1
32	-ms-	WIGINGTON	JOANN		QNTJWGNG	Wren MS	Anderson 1
33	-do-	EAVES	BILL		QNTBEVS	Anderson 2 DO	Anderson 2
34	-hs-	ALVERSON	JAMES		QNTJALVR	Belton-Honea Path HS	Anderson 2
35	-hs-	ASHLEY	JULIA		QNTJASHL	Belton-Honea Path HS	Anderson 2
36	-hs-	EAVES	GLORIA		QNTGEVS	Belton-Honea Path HS	Anderson 2
37	-hs-	SCOTT	BILL		QNTBSCTT	Belton-Honea Path HS	Anderson 2
38	-ms-				QNTPDNLT	Pendleton JH	Anderson 4
39	-ms-				QNTPDNLT	Pendleton JH	Anderson 4
40	-ms-	CARNEY	JOYCE		QNTJCARNY	Pendleton JH	Anderson 4
41	-ms-	DXON	LINDA		QNTLDXN	Pendleton JH	Anderson 4
42	-ms-	DYAR	FONDA		QNTFDYAR	Pendleton JH	Anderson 4
43	-ms-	PETERS	RANDY		QNTRPTRS	Pendleton JH	Anderson 4
44	-ms-	POTTS	RENEE		QNTRPPTS	Pendleton JH	Anderson 4
45	-ms-	SHULL	BECKY	PATRICIA	QNTBSHLL	Pendleton JH	Anderson 4
46	-ms-	VALENTINE	LEE		QNTLVLNT	Pendleton JH	Anderson 4
47	-ms-	ZELLARS	ROBERT		QNTRZLLR	Pendleton JH	Anderson 4
48	-es-				QNTCNTR	Centerville ES	Anderson 5
49	-es-	HAMMETT	FREIDA		QNTFHMMT	Fant ES	Anderson 5
50	-ms-				QNTMCCNT	McCants MS	Anderson 5

SCNET FIELD DIRECTORY 1992-1993: UPDATE(15 MARCH 1993)

	Last Name	First Name	Middle Name	OSNET Address	Acct #	School Name	District
51	-hs-			QNTMCDF		McDuffie HS	Anderson 5
52	-es-			QNTSFANT		South Fant ES	Anderson 5
53	-ms-			QNTSTHWD		Southwood MS	Anderson 5
54	-ha-	PATTERSON	PAMELA	QNTPTTR		Westside HS	Anderson 5
55	-ha-	WIMBERLY	SALLY	QNTSWMBR		Westside HS	Anderson 5
56	-hs-	DONELAN	ELIZABETH	QNTEDNLN		Bamberg-Ehrhardt HS	Bamberg
57	-hs-			QNTBMBRG		Bamberg-Ehrhardt HS	Bamberg 1
58	-do-	SOJOURNER	THELMA	QNTTSJRN		Bamberg 2 DO	Bamberg 2
59	-es-	EUBANKS	MARY	QNTMEBKN		Denmark-Olar ES	Bamberg 2
60	-es-	FORD	SANDRA	QNTSFORD		Denmark-Olar ES	Bamberg 2
61	-es-	PICKENS	CLEMIE	QNTCPCKN		Denmark-Olar ES	Bamberg 2
62	-hs-			QNTDNMRK		Denmark-Olar HS	Bamberg 2
63	-hs-	WILSON	BETTY	QNTBWLSN		Denmark-Olar HS	Bamberg 2
64	-ms-	BAYNE	MARGARET	QNTPBYN		Denmark-Olar MS	Bamberg 2
65	-hs-	RICHARDSON	LOU	QNTLMRCH		Barnwell HS	Barnwell
66	>de<	MARTIN	NICHOLAS	V..	QNTNMVRT	SDE-OTD	BARNWELL
67	-o-			QNTWSTNG		Westinghouse SRS	BARNWELL
68	-o-	HODGES	MIKE	QNTMHDS		Westinghouse SRS	BARNWELL
69	-ms-	BAXLEY	JUDY	QNTJBXLY		Williston-Elko MS	Barnwell 29
70	-es-	COLEMAN	DEBBY	QNTDCLMN		Barnwell ES	Barnwell 45
71	-hs-	ZIDLICK	PAULINE	QNTPDZLC		Barnwell HS	Barnwell 45
72	-hs-	MUNN	MARY	ANN	QNTMMUNN	Battery Creek HS	Beaufort
73	-es-	MANSELL	MARK		QNTMMNSL	Beaufort	Beaufort
74	-do-	CARVER	ANNE		QNTACVR	Beaufort DO	Beaufort
75	-do-	Spencer	Catherine	S.	QNTSPNC	Beaufort DO	Beaufort
76	-es-				QNTLDYSI	Lady's Island ES	Beaufort
77	-tc-	MCTEER	DOUG		QNTDMCTR	Low Country TC	BEAUFORT
78	-tc-	RADFORD	LOREN		QNTLRDFR	Low Country TC	BEAUFORT
79	-tc-	SEITZ	FRED		QNTFSTZ	Low Country TC	BEAUFORT
80	-tc-	WESLEY	HAROLD		QNTHWSLY	Low Country TC	BEAUFORT
81	-ms-				QNTMCRC	McCracken MS	Beaufort
82	-do-	GODBEE	ANN		QNTAGDB	Berekeley DO	Berkeley
83	-do-	RAINES	DRUCIE		QNTDRNS	Berkeley DO	Berkeley
84	-es-				QNTCNHY	Cainhoy ES	Berkeley
85	-hs-				QNTCROSS	Cross HS	Berkeley
86	-hs-	BRYANT	PAULINE		QNTPBRYN	Cross HS	Berkeley
87	-ms-				QNTNHNM	Hanahan MS	Berkeley
88	-ms-	BARNETTE	ERNEST		QNTBRNT	Hanahan MS	Berkeley
89	-ms-				QNTMRNM	Marrington MS	Berkeley
90	-ms-	KING	PAM		QNTPKING	Marrington MS	Berkeley
91	-ms-	BENNER	GARY		QNTGBNNR	Westside MS	Berkeley
92	-ms-				QNTWSTVW	Westview MS	Berkeley
93	-ms-	BRITTAIN	DEBORAH E.		QNTDBRTT	Alice Birney MS	Charleston
94	-es-				QNTASHLY	Ashley River ES	Charleston
95	-ms-				QNTCEWLL	C.E. Williams MS	Charleston
96	-do-	Goldsmith	Barry		QNTBGLDS	Charleston DO	Charleston
97	-do-	NEWELL	SALLY		QNTSNWLL	Charleston DO	Charleston
98	-do-	VARNANDO	BEVERLY		QNTBVRND	Charleston DO	Charleston
99	-cu-	BOWER	PAT		QNTPBWR	Charleston Southern	CHARLESTON
100	-cu-	COLEMAN	EVE		QNTCELMN	Charleston-Education	CHARLESTON

SCNET FIELD DIRECTORY 1992-1993: UPDATE(15 MARCH 1993)

	Last Name	First Name	Middle Name	O SCNET Address	Acct #	School Name	District
101	-cu- HANEY	KATHY		QNTKHNY		Charleston-English	CHARLESTON
102	-cu- CLEES	JIM		QNTJCLS		Citadel	CHARLESTON
103	-ma-			QNTDRYTN		Drayton Hall MS	Charleston
104	-o- HANNA	PEGGY		QNTPHNN		Follet Software	CHARLESTON
105	-es- GARTSIDE	ELEN		QNTGRTS		Harbor View ES	Charleston
106	-es- BRANDON	GAIL		QNTGBRND		Jennie Moore ES	Charleston
107	-es- CLARK	SARAH		QNTSCLRK		Jennie Moore ES	Charleston
108	-es- COLLINS	WOODY		QNTWCLLN		Jennie Moore ES	Charleston
109	-es- CUMMINGS	CAROL		QNTCCMMN		Jennie Moore ES	Charleston
110	-es- HAILE	HELEN		QNTHHL		Jennie Moore ES	Charleston
111	-es- LAROCQUE	DIANA		QNTDLRCQ		Jennie Moore ES	Charleston
112	-es- MASON	KEITH		QNTKMSN		Jennie Moore ES	Charleston
113	-es- OYLER	ANNA		QNTCCHRL		Jennie Moore ES	Charleston
114	-es- OYLER	ANNA		QNTAOYLR		Jennie Moore ES	Charleston
115	-hs-			QNTLNCLN		Lincoln HS	Charleston
116	-hs- BOLGER	BARBARA		QNTBBLGR		Lincoln HS	Charleston
117	-hs-			QNTMDLT		Middleton HS	Charleston
118	-ma-			QNTMRNNG		Morningside MS	Charleston
119	-ma-			QNTMRNNM		Morningside MS	Charleston
120	-es- KERR	HARRIET	"BUNNY"	QNTBKERR		Nativity ES	Charleston
121	-ma- HOLLINSHEAD	KAREN		QNTKHLLN		Norman C Toole MS	Charleston
122	-es-			QNTOKLND		Oakland ES	Charleston
123	-es-			QNTORNGG		Orange Grove ES	Charleston
124	-es- DEMOS	NTISA		QNTNDMS		Orange Grove ES	Charleston
125	-ps- MAGILL	MACK		QNTMMGLL		Porter-Gaud PS	CHARLESTON
126	-ma-			QNTSCHRD		R.D. Schroder MS	Charleston
127	-ma- EPHRIAM	ROBERT		QNTREPHR		R.D. Schroeder MS	Charleston
128	-dec- BRASINGTON	JUDY		QNTJBRSN		SDE-OTD	CHARLESTON
129	-es-			QNTSPRNG		Springfield ES	Charleston
130	-do-			QNTSADST		St. Andrews DO	Charleston
131	-es-			QNTSAELM		St. Andrews ES	Charleston
132	-es- ROUMILLAT	JUDY		QNTJRMLL		St. Andrews ES	Charleston
133	-hs-			QNTSTAND		St. Andrews HS	Charleston
134	-hs- SINK	JEANNE		QNTJSINK		St. Andrews HS	Charleston
135	-hs-			QNTSTJHN		St. Johns HS	Charleston
136	-hs- BUNCOMB	FRANCENA		QNTFBNCM		St. Johns HS	Charleston
137	-hs- HAWKINS	GRETA		QNTGHWKN		St. Johns HS	Charleston
138	-hs- HAYES	GAIL		QNTGHYS		St. Johns HS	Charleston
139	-es-			QNTSTNPR		Stono Park ES	Charleston
140	-tc- Fox	Pat		SBTCE::Notes		Trident Tech	CHARLESTON
141	-tc- Williams	Shirley		SBTCE::Notes		Trident Tech	CHARLESTON
142	-hs- HARDER	JOYCE		QNTJHRDR		Wando HS	Charleston
143	-es-			QNTWHTSD		Whitesides ES	Charleston
144	-es- DAVE	SCHLACHTER		QNTDSCHL		Whitesides ES	Charleston
145	-es- PARMAN	JANET		QNTJPRMN		Whitesides ES	Charleston
146	-es- RITICH	CINDY		QNTCRICH		Windsor Hill ES	Charleston
147	-o- BEVERS	GARY		QNTGBVRS		APPLE-Systems Engineer	CHARLOTTE,NC
148	-cu- WATSON	SAM		QNTSWTSN		UNC-Charlotte	CHARLOTTE,NC
149	-es- HATTON	JANICE		QNTJHTTN		Central ES	Cherokee
150	-ma-			QNTGRNRD		Granard JH	Cherokee

SCNET FIELD DIRECTORY 1992-1993: UPDATE(15 MARCH 1993)

	Last Name	First Name	Middle Name	OSCNET Address	Acct #	School Name	District
151	-ma-	HOLLAND	JEAN		QNTJHLLN	Granard JH	Cherokee
152	-ma-	SARRATT	JAN		QNTJSRRT	J.R. Ewing JH	Cherokee
153	-ea-				QNTLTHRV	Luthor Vaughn ES	Cherokee
154	-ma-				QNTGRFL	Great Falls MS	Chester
155	-ma-	GREENLEAF	DANA		QNTDGRNL	Great Falls MS	Chester
156	-ma-	HELMS	SUSAN		QNTSHLMS	Great Falls MS	Chester
157	-ma-	HOLLADAY	ANNE		QNTAHLDD	Great Falls MS	Chester
158	-ma-	MOBLEY	BARBARA		QNTBMBLY	Great Falls MS	Chester
159	-ma-	SHORT	DEBRA	CARPENTER	QNTDCRPN	Great Falls MS	Chester
160	-ma-	NEAL	NELLE		QNTNNEAL	Great Falls MS-SCCAT	Chester
161	-ma-	WERRELL	GRETCHEN		QNTGWRRLL	Great Falls MS-SCCAT	Chester
162	-ea-				QNTSTHSE	Southside ES	Chester
163	-ha-				QNTCNTRL	Central HS	Chesterfield
164	-ha-				QNTCNTRH	Central HS	Chesterfield
165	-ha-	BELCHER	KATHERINE		QNTKBLCH	Central HS	Chesterfield
166	-ha-	EVANS	DAVID		QNTDEVNS	Cheraw HS	Chesterfield
167	-ha-	SCHUMACHER	ROSE	ETTA	QNTRSCHM	Chesterfield HS	Chesterfield
168	-ma-				QNTMNNGM	Manning MS	Clarendon 2
169	-ma-	HARRELL	ELIZABETH		QNTHEHRL	Manning MS	Clarendon 2
170	-ma-	SHULER	DIANE		QNTDSHLR	Manning MS	Clarendon 2
171	-ea-				QNTBELLS	Bells ES	Colleton
172	-ea-				QNTCRLN	Carolina ES	Darlington
173	-cu-	CULYER	RICHARD		QNTRCLYR	Coker-Education	DARLINGTON
174	-cu-	RUBINSTEIN	JOSEPH		QNTJRBNS	Coker-Education	DARLINGTON
175	-do-	BRAZELL	WAYNE		QNTWBRZL	Darlington DO	Darlington
176	-do-	HURSEY	JANE		QNTJHRSY	Darlington DO	Darlington
177	-do-	SHIVELY	ANITA		QNTASHVL	Darlington DO	Darlington
178	-do-	SIGMON	DIANE		QNTDSGMN	Darlington DO	Darlington
179	-ea-	WOOD	DORIS		QNTDWOOD	Darlington DO	Darlington
180	-ha-	ADERHOLD	LEIGH		QNTLADRH	Governor's School HS	DARLINGTON
181	-ha-	ALEXANDER	WILLIAM		QNTWALXN	Governor's School HS	DARLINGTON
182	-ha-	BROW	BILL		QNTBBROW	Governor's School HS	DARLINGTON
183	-ha-	COKER	MARY		QNTMCKR	Governor's School HS	DARLINGTON
184	-ha-	COLEMAN	IKE		QNTICLMN	Governor's School HS	DARLINGTON
185	-ha-	COLEMAN	IKE		QNTACLIN	Governor's School HS	DARLINGTON
186	-ha-	COX	LELAND		QNTLCOX	Governor's School HS	DARLINGTON
187	-ha-	HENDRICK	CARLANNA		QNTCHNDR	Governor's School HS	DARLINGTON
188	-ha-	HUNTLEY	WILL		QNTWHNTL	Governor's School HS	DARLINGTON
189	-ha-	JOHNSON	BEVERLY		QNTBJHNS	Governor's School HS	DARLINGTON
190	-ha-	KATTER	BUD		QNTBKTR	Governor's School HS	DARLINGTON
191	-ha-	KELLAM	KATHERINE		QNTKLLM	Governor's School HS	DARLINGTON
192	-ha-	LATHAM	DEN		QNTDLTHM	Governor's School HS	DARLINGTON
193	-ha-	LYNN	FRED		QNTFLYNN	Governor's School HS	DARLINGTON
194	-ha-	MITCHENER	JOE		QNTJMTCH	Governor's School HS	DARLINGTON
195	-ha-	MZOUGH	TAHA		QNTTMZGH	Governor's School HS	DARLINGTON
196	-ha-	NIMS	FRED		QNTFNIMS	Governor's School HS	DARLINGTON
197	-ha-	RADCLIFFE	WAYNE		QNTWRDCL	Governor's School HS	DARLINGTON
198	-ha-	SHERLOCK	MARY		QNTMSHRL	Governor's School HS	DARLINGTON
199	-ha-	SMITH	CLYDE		QNTCSMTH	Governor's School HS	DARLINGTON
200	-ha-	SQUILLANTE	ART		QNTASQLL	Governor's School HS	DARLINGTON

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	Last Name	First Name	Middle Name	OSNET Address	Acct #	School Name	District
201	-hs-	SWALLOW	DICK		CNTDSWLL	Governor's School HS	DARLINGTON
202	-hs-	TROWELL	BOB		CNTBTRWL	Governor's School HS	DARLINGTON
203	-hs-	WINBURN	CAROLYN		CNTCWDR	Governor's School HS	DARLINGTON
204	-hs-	YARBOROUGH	JUDY		CNTJYRBR	Governor's School HS	DARLINGTON
205	-hs-	POOLE	CATHY		CNTCPL	Mayo HS	Darlington
206	-ma-	PEACH	LINDA		CNTLPCH	Spaulding JH-SCCAT	Darlington
207	-hs-	ECKHARDT	RHONDA		CNTRECKH	St. Johns HS	Darlington
208	-hs-	JONES	EDWARD		CNTEJNS	St. Johns HS	Darlington
209	-hs-	MIDDLETON	MARGARET		CNTMDDL	St. Johns HS	Darlington
210	-hs-	ROBBINS	CLAUDIA		CNTCRBBN	St. Johns HS	Darlington
211	-es-	SMITH	MARJORIE		CNTMSMTH	W. Hartsville ES	Darlington
212	-es-				CNTWESTH	West Hartsville ES	Darlington
213	-es-	BOUKNIGHT	FRANK		CNTFBKNG	West Hartsville ES	Darlington
214	-ma-	WADDELL	SUE		CNTSWDDL	Lakeview MS	Dillon 1
215	-es-	HAWKINS	BARBARA	ANN	CNTBHWKN	East ES	Dillon 2
216	-ma-	YOHE	PAULA		CNTPYOHE	J.V. Martin JH	Dillon 2
217	-ma-				CNTMRTNJ	Martin JH	Dillon 2
218	-es-	DWYER	KERRY		CNTKDWYR	College Park ES	Dorchester 2
219	-ma-				CNTDBS	Dubose MS	Dorchester 2
220	-ma-	WILLIAMS	ANITA	L.	CNTALWLL	Dubose MS	Dorchester 2
221	-es-	EDWARDS	RACHEL		CNTGEDWR	Oakbrook ES	Dorchester 2
222	-ma-				CNTOKBRK	Oakbrook MS	Dorchester 2
223	-ma-	ASHLEY	CINDY		CNTCASHL	Oakbrook MS	Dorchester 2
224	-hs-				CNTSTGRG	St. George HS	Dorchester 4
225	-hs-	SMITH	REGINA	M	CNTRMSMT	St. George HS	Dorchester 4
226	-do-	KEESLEY	SHARON		CNTSKSLY	Edgefield DO	Edgefield
227	-ma-				CNTFRFLD	Fairfield MS	Fairfield
228	-ma-	CLEVELAND	LEE		CNTCLEE	Fairfield MS	Fairfield
229	-ma-	HILLESTAD	LAUREN		CNTLHLLS	Fairfield MS	Fairfield
230	-ma-	AHRENS	DORIS		CNTDAHRN	Fairfield MS-SCCAT	Fairfield
231	-tc-	Alexander	Terry	S.	SBTCE::Notes	Florence-Darlington Tech	FLORENCE
232	-cu-	CREECH	FLOYD		CNTFCRCH	Francis Marion	FLORENCE
233	-cu-	PRUITT	WAYNE		CNTWPRTT	Francis Marion	FLORENCE
234	-cu-	SILLS	TOM		CNTTSLLS	Francis Marion	FLORENCE
235	-de-	PARKER	DORIS		CNTDPRKR	SDE-OTD	FLORENCE
236	-do-	CRAPSE	LARRY		CNTLCRPS	Florence 1- DO	Florence 1
237	-do-	GAMBRELL	ELAINE		CNTEGMBR	Florence 1 G&T DO (REACH)	Florence 1
238	-es-	SMITH	BETTY	ANNE	CNTBSMTH	Royal ES	Florence 1
239	-ma-				CNTSTHSM	South side MS	Florence 1
240	-hs-	TOWNSEND	NANCY		CNTNTWNS	Wilson HS	Florence 1
241	-es-				CNTBRCKN	Brockington ES	Florence 4
242	-do-	HOWARD	GAIL		CNTGHWRD	Florence 4 DO	Florence 4
243	-ma-				CNTJHNSN	Johnson MS	Florence 4
244	-hs-				CNTJHNVL	Johnsonville HS	Florence 4
245	-hs-				CNTTMMNS	Timmonsville HS	Florence 4
246	-hs-	CASH	TERRY		CNTTCASH	Andrews HS	Georgetown
247	-hs-	DILLARD	ALLISON		CNTADLLR	Andrews HS	Georgetown
248	-hs-	DUNN	JIM		CNTJDUNN	Andrews HS	Georgetown
249	-hs-	FEINBERG	LYNN		CNTLFNBR	Andrews HS	Georgetown
250	-hs-	HRUTO	MARTY		CNTMIHTT	Andrews HS	Georgetown

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251	-hs-	KNOWLIN	DORIS		QNTDKNWL	Andrews HS	Georgetown
252	-hs-	LAMBERT	PENNY		QNTPLMBR	Andrews HS	Georgetown
253	-hs-	SOLOMON	PAUL		QNTPSLMN	Andrews HS	Georgetown
254	-hs-	STRICKLAND	SHARON		QNTSSTRC	Andrews HS	Georgetown
255	-hs-	TAYLOR	CYNTHIA		QNTCTYL	Andrews HS	Georgetown
256	-ms-	BRADLEY	PAT		QNTPBRDL	Beck MS	Georgetown
257	-ms-	GREENE	CAROLYN		QNTCGRN	Beck MS	Georgetown
258	-ms-	HOOKS	SARA		QNTSHKS	Beck MS	Georgetown
259	-o-	HERRIOTT	SHARON R.		QNTSHRRT	Camp Baskerville-REACH	GEORGETOWN
260	-o-	WHITE	BEULAH	PRIEST	QNTBWHIT	Camp Baskerville-REACH	GEORGETOWN
261	-hs-				QNTHGTT	Georgetown HS	Georgetown
262	-hs-				QNTHGGS	Grand Strand HS	Georgetown
263	-es-				QNTKNSNG	Kensington ES	Georgetown
264	-es-	GALLUP	CANDI		QNTCGLLP	Waccamaw ES-SCCAT	Georgetown
265	-cu-	LOWNEY	FRANK		QNTFLWNY	Georgia College-GC EduNet	GEORGIA
266	-es-				QNTBKRS	Bakers Chapel ES	Greenville
267	-es-				QNTBRSHY	Brushy Creek ES	Greenville
268	-es-	DURHAM	CAROL		QNTCDRHM	Buena Vista ES	Greenville
269	-cu-	KELBEAR	ZACK		QNTZKLHR	Furman	GREENVILLE
270	-cu-	LEHR	JUDY		QNTJLEHR	Furman	GREENVILLE
271	-cu-	PARRISH	JAMES		QNTJPRRS	Furman	GREENVILLE
272	-cu-				QNTFRMNE	Furman-Education	GREENVILLE
273	-cu-	HECKER	NELLY		QNTNHCKR	Furman-Education	GREENVILLE
274	-cu-	NOGY	CAROL		QNTCNOGY	Furman-Education	GREENVILLE
275	-cu-	RITTER	SHIRLEY		QNTSRTR	Furman-Education	GREENVILLE
276	-cu-	TYLER	HERB		QNTHTYL	Furman-Education	GREENVILLE
277	-cu-	WHEATLEY	LESLEY	QUAST	QNTLQSTW	Furman-Education	GREENVILLE
278	-do-	NORTON	DAVID		QNTDNRN	Greenville DO	Greenville
279	-hs-				QNTGRNVL	Greenville HS	Greenville
280	-hs-	PITTMAN	DOROTHY		QNTDPTTM	Greenville HS	Greenville
281	-tc-	Hinson	Lucy		SBTCE::Notes	Greenville Tech	GREENVILLE
282	-hs-	HENDERSON	MARIE	M.	QNTMHNR	Hillcrest HS	Greenville
283	-hs-				QNTJLMNN	J. L. Mann HS	Greenville
284	-hs-	KENNEDY	DONNA		QNTDKNND	J.L. Mann HS	Greenville
285	-ms-				QNTLKVWM	Lakeview MS	Greenville
286	-ms-				QNTLG	League MS	Greenville
287	-ms-	MCLEAN	VICKY		QNTVMCLN	League MS	Greenville
288	-ms-	SCHILLER	HELEN		QNTSHCHL	Northwood MS	Greenville
289	-es-				QNTPLHM	Pelham Road ES	Greenville
290	-hs-				QNTRVSDH	Riverside HS	Greenville
291	-hs-	MASSEY	JAN		QNTJMSSY	Riverside HS	Greenville
292	-hs-	SALTERS	SUZANNE		QNTSSLTR	Riverside HS	Greenville
293	-hs-				QNTSTHSH	Southside HS	Greenville
294	-hs-	ERVIN	DIANE		QNTDERVN	Southside HS	Greenville
295	-es-	HALL	GARRISON		QNTGHALL	Taylor ES	Greenville
296	-ms-				QNTWDMNT	Woodmont MS	Greenville
297	-ms-	SMITH	REX		QNTSRMTH	Woodmont MS	Greenville
298	-cu-	HALL	LEE		QNTLHALL	Erskine-Education	GREENWOOD
299	-cu-	BOYD	JOANN		QNTJBOYD	Lander-Education	GREENWOOD
300	-cu-	BERLONG	ANN		QNTAHLRN	Lander-Humanities	GREENWOOD

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301	-o-	TOWNSEND	CATHERINE	M.	QNTCTWNS	Ninety Six-REACH	GREENWOOD
302	-ic-	Ashwood	Keith	C.	FRODO::ASHW	Piedmont Tech	GREENWOOD
303	-hs-	RIDINGS	DOMER		QNTDRDNG	Greenwood HS	Greenwood 50
304	-hs-	RIDINGS	JACKIE		QNTJRDNG	Greenwood HS	Greenwood 50
305	-hs-	SPANN	HENRY		QNTHSPNN	Greenwood HS	Greenwood 50
306	-ms-	ODOM	LOU	AMYE	QNTLODOM	Northside JH	Greenwood 50
307	-hs-	BUCKNER	CARRIE		QNTCBCKN	Estill HS	Hampton 1
308	-hs-	DOBSON	WILLA		QNTWDBSN	Estill HS	Hampton 1
309	-hs-	SUMTER	MYRTLE		QNTMSMTR	Estill HS	Hampton 1
310	-ms-	ROTE	BETTY		QNTBROTE	Estill MS-SCCAT	Hampton 1
311	-es-				QNTFNLL	Fennell ES	Hampton 1
312	-do-				QNTHMPTN	Hampton 1 DO	Hampton 1
313	-do-	ALL	DANNY		QNTDALL	Hampton 1 DO	Hampton 1
314	-ms-				QNTNDSTM	North District MS	Hampton 1
315	-ms-	COKER	SHARON		QNTSCKR	North District MS	Hampton 1
316	-ms-	DOCTOR	HELEN		QNTHDCTR	North District MS	Hampton 1
317	-ms-	THOMPSON	LOIS		QNTLTHMP	North District MS	Hampton 1
318	-ms-				QNTSTLL	Estill MS	Hampton 2
319	-ms-	MCKNIGHT	CYNTHIA		QNTCMCKN	Estill MS	Hampton 2
320	-hs-				QNTHGNCW	Conway HS	Horry
321	-hs-	PROVEAUX	FREDI		QNTFPRVX	Conway HS	Horry
322	-ms-				QNTCNWYM	Conway MS	Horry
323	-ms-	BARNHILL	PAM		QNTPBRNH	Conway MS	Horry
324	-ms-	BROSKY	MIKE		QNTMBRSK	Conway MS	Horry
325	-ms-	DENNIS	JOHN		QNTJDNNS	Conway MS	Horry
326	-es-				QNTDAISY	Daisy ES	Horry
327	-hs-	ANDERSON	LINDA	T.	QNTLTAND	Green Sea Floyd HS	Horry
328	-hs-	ANDERSON	LINDA		QNTLANDR	Green Sea Floyd HS	Horry
329	-hs-	BRYANT	EDITH		QNTBRYN	Green Sea Floyd HS	Horry
330	-hs-	ENZOR	LUTHER		QNTLENZR	Green Sea Floyd HS	Horry
331	-hs-	HAYES	MARCLA		QNTMHYS	Green Sea Floyd HS	Horry
332	-hs-	LOVEIT	SHERRY		QNTSLVTT	Green Sea Floyd HS	Horry
333	-hs-	MCPHERSON	RODNEY		QNTRMCPH	Green Sea Floyd HS	Horry
334	-hs-	NEAL	LINDA		QNTLNEAL	Green Sea Floyd HS	Horry
335	-hs-	RICKETTS	DARRELL		QNTDRCKT	Green Sea Floyd HS	Horry
336	-hs-	STRICKLAND	TEXFORD		QNTTSTRC	Green Sea Floyd HS	Horry
337	-hs-	TURNER	CAROLYN		QNTCTRNR	Green Sea Floyd HS	Horry
338	-hs-				QNTGRNSF	Green Sea Floyds HS	Horry
339	-do-	BLANCHARD	LAURA		QNTLBLNC	Horry DO	Horry
340	-hs-	BELL	DAVID		QNTDBELL	Myrtle Beach HS	Horry
341	-hs-	BELLAMY	PEGGY		QNTPBLLM	Myrtle Beach HS	Horry
342	-ms-				QNTNMYRT	Myrtle Beach MS	Horry
343	-ms-	MITCHELL	DAVID		QNTDMTCH	N Myrtle Beach MS	Horry
344	-ms-	EDGE	CAROL		QNTCEDGE	North Myrtle Bch MS	Horry
345	-o-	MCNUTT	FRANK		QNTFMCNT	SC Arts Commission	HORRY
346	-hs-				QNTSCSTH	Socastee HS	Horry
347	-hs-	EDMUNDS	DON		QNTDEDMN	Socastee HS	Horry
348	-hs-	GOGGANS	BARBARA		QNTBGGGN	Socastee HS	Horry
349	-ms-				QNTSCSTM	Socastee MS	Horry
350	-ms-	BOYER	KATHRYN		QNTKBYR	Socastee MS	Horry

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351	-ms-			QNTSTJMS		St James MS	Horry
352	-ms-	EPPS, JR	BILL	QNTBEPPS		St. James MS	Horry
353	-cu-	LEITER	MARY	QNTMLTR		USC-Coastal	HORRY
354	-cu-	THIBODEAU	CINDY	QNTCTHBD		USC-Coastal	HORRY
355	-cu-	WISEMAN	DENNIS	QNTDWSMN		USC-Coastal	HORRY
356	-cu-	FILES	JANET	QNTJFLS		USC-Coastal-WIN	HORRY
357	-do-			QNTJSPR		Jasper DO	Jasper
358	-do-	MADDEN	JOSEPH	QNTJMDDN		Jasper DO	Jasper
359	-hs-	HOWARD	CARRIE R.	QNTCHWRD		Jasper HS	Jasper
360	-hs-	MANIGO	KATHERINE	QNTKMNG		Jasper HS	Jasper
361	-ms-			QNTCMDN		Camden MS	Kershaw
362	-ms-			QNTCMDNM		Camden MS	Kershaw
363	-ms-	BRIMMER	MARIA	QNTMBRMM		Camden MS	Kershaw
364	-es-	MAHONEY	JANICE	QNTJMHNY		Lugoff ES	Kershaw
365	-hs-			QNTLGELH		Lugoff-Elgin HS	Kershaw
366	-hs-	LOSTETTER	MARY	QNTMLSTT		Lugoff-Elgin HS	Kershaw
367	-hs-	WILSON	KELLY	QNTKWLSN		Lugoff-Elgin HS	Kershaw
368	-ms-			QNTLGELM		Lugoff-Elgin MS	Kershaw
369	-ms-	BOLAND	CELIA	QNTCBLND		Lugoff-Elgin MS	Kershaw
370	-ms-	CLYBURN	TAMI	QNTTCLYB		Lugoff-Elgin MS	Kershaw
371	-ms-	SMITH	LINDA	QNTLSMTH		Lugoff-Elgin MS	Kershaw
372	-hs-			QNTNCNTH		North Central HS	Kershaw
373	-hs-	SINK	JUDY	QNTJSNK		North Central HS	Kershaw
374	-hs-	LORICK	BETTY	QNTBLRCK		Lexington HS	Lexington 1
375	-hs-			QNTAJCKS		Andrew Jackson HS	Lancaster
376	-hs-	TWETO	ROBBIE	QNTRTWT		Andrew Jackson HS	Lancaster
377	-ms-			QNTCKTV		Hickory Tavern MS	Laurens 55
378	-ms-	GUERRY	FRANCES	QNTFGRRY		Hickory Tavern MS	Laurens 55
379	-do-	Davis	Edith M.	QNTEDVS		Laurens 55 DO	Laurens 55
380	-hs-	HAMMETT	JANE	QNTJHMMT		Clinton HS	Laurens 56
381	-hs-	HILTON	CATHY/	QNTCHLTN		Clinton HS	Laurens 56
382	-hs-	PEARSON	BETTIE	QNTBPRSN		Mt. Pleasant HS	Lee
383	-es-			QNTGLBRT		Gilbert ES	Lexington 1
384	-tc-	David	Bob	SBTCE::DAVID		State Bd for Tech and Comp	LEXINGTON
385	-tc-	McClure	Ted	SBTCE::MCCL		State Bd for Tech and Comp	LEXINGTON
386	-tc-	Kyre	Ken	SBTCE::KYRE		State Board for Technical and	LEXINGTON
387	-hs-			QNTGLBRH		Gilbert HS	Lexington 1
388	-hs-	AMAKER	NANCY	QNTNAMKR		Gilbert HS	Lexington 1
389	-hs-	EPPS	MYRA	QNTMEPPS		Gilbert HS	Lexington 1
390	-hs-	KAPADIA	WENDY	QNTWKPD		Gilbert HS	Lexington 1
391	-hs-			QNTLXNGT		Lexington HS	Lexington 1
392	-hs-	POOLE	BRENDA	QNTBPL		Lexington HS	Lexington 1
393	-hs-	STEELMAN	DIANE	QNTDSTLM		Lexington HS	Lexington 1
394	-hs-			QNTARPRT		Airport HS	Lexington 2
395	-hs-	CHINAULT	JANE	QNTJCHNL		Airport HS	Lexington 2
396	-hs-	COBB	DAVID	QNTDCOBB		Airport HS	Lexington 2
397	-hs-	RICHBOURG	CONNIE	QNTCRCHB		Airport HS	Lexington 2
398	-es-	HOLLAND	ALLEENE	QNTAHLN		B-C Grammar #1 ES	Lexington 2
399	-hs-	DERRICK	NOREEN	QNTNDRRC		Brooklyn-Cayce HS	Lexington 2
400	-hs-	HUNTON	LENDY	QNTLHNTN		Brooklyn-Cayce HS	Lexington 2

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401	-hs-	WHESTONE	ANGELA		QNTAWHTS	Brooklyn-Cayce HS	Lexington 2
402	-do-	KIRSZENBAUM	LINDA		QNTLKRSZ	Lexington 2 DO	Lexington 2
403	-do-	McNeill	Jacquelyn	M.	NTJMCNL	Lexington 2 DO	Lexington 2
404	-ma-				QNTNRTHS	Northside MS	Lexington 2
405	-ma-	HANCOCK	BONNIE		QNTBHNCC	Northside MS	Lexington 2
406	-ma-	HANCOCK	BONNIE	B.	QNTBBHNC	Northside MS	Lexington 2
407	-ma-	JONES	DOCIA		QNTDJNS	Northside MS	Lexington 2
408	-ma-				QNTPNRDG	Pine Ridge MS	Lexington 2
409	-ma-	COBB	JIMMIE		QNTJCOBB	Pine Ridge MS	Lexington 2
410	-ma-	JAMISON	VERTELLE		QNTVJMSN	Pine Ridge MS	Lexington 2
411	-ma-	SHEALEY	MARY		QNTMSHLY	Pine Ridge MS	Lexington 2
412	-hs-				QNTSWNS	Swansea HS	Lexington 4
413	-es-				QNTCHPNE	Chapin ES	Lexington 5
414	-es-	COOK	MARGARET	M.	QNTMCOOK	Chapin ES	Lexington 5
415	-hs-				QNTCHPNH	Chapin HS	Lexington 5
416	-hs-	ANDERSON	JOHN C.		QNTJANDR	Chapin HS	Lexington 5
417	-hs-	CARSWELL	ELIZABETH		QNTCSRWS	Chapin HS	Lexington 5
418	-ma-				QNTCHPN	Chapin MS	Lexington 5
419	-ma-	THIRLWELL	EMMIE		QNTETHRL	Chapin MS	Lexington 5
420	-es-				QNTDTCHE	Dutch Fork ES	Lexington 5
421	-es-	KRUGER	JOAN		QNTJKRGR	Dutch Fork ES	Lexington 5
422	-hs-	OLIVER	JESSICA		QNTJOLLY	Dutch Fork HS	Lexington 5
423	-ma-				QNTIRMO	Irmo/ Campus R MS	Lexington 5
424	-es-				QNTIRMoe	Irmo ES	Lexington 5
425	-es-	SHIRLEY	JAMES		QNTJSHRL	Irmo ES	Lexington 5
426	-es-	SITES	MARGARET		QNTMSTS	Irmo ES	Lexington 5
427	-hs-				QNTIRMOH	Irmo HS	Lexington 5
428	-hs-	CONNOR	LINDA		QNTLCNNR	Irmo HS	Lexington 5
429	-hs-	GEORGE	GLENDA		QNTGGRG	Irmo HS	Lexington 5
430	-hs-	SUTTON	ANN		QNTASTTN	Irmo HS	Lexington 5
431	-hs-	WILDER	CHARLOTTE		QNTCWLDL	Irmo HS	Lexington 5
432	-ma-				QNTIRMOM	Irmo/Campus I MS	Lexington 5
433	-ma-	PROCTOR	BARBARA		QNTBPRCT	Irmo/Campus I MS	Lexington 5
434	-ma-	BOULWARE	JULIE		QNTJBLWR	Irmo/Campus R MS	Lexington 5
435	-ma-	CIOFFI	JOSEPH		QNTJCFF	Irmo/Campus R MS	Lexington 5
436	-ma-	FEDOR	SUSAN		QNTSFDR	Irmo/Campus R MS	Lexington 5
437	-ma-	JUSTICE	JOAN		QNTJJSTC	Irmo/Campus R MS	Lexington 5
438	-ma-	MAYER	JO		QNTJMYR	Irmo/Campus R MS	Lexington 5
439	-ma-	NEESE	LYNDA		QNTLNS	Irmo/Campus R MS	Lexington 5
440	-ma-	OAKLAND	ELVIRA		QNTOKLN	Irmo/Campus R MS	Lexington 5
441	-ma-	PARKER	LOUISE		QNTLPRKR	Irmo/Campus R MS	Lexington 5
442	-ma-	PECK	MICKEY		QNTMPECK	Irmo/Campus R MS	Lexington 5
443	-ma-	PENDARVIS	PHYLLIS		QNTPPNDR	Irmo/Campus R MS	Lexington 5
444	-ma-	PERNEY	CLAUDIN		QNTCPRNY	Irmo/Campus R MS	Lexington 5
445	-ma-	RAY	LISA		QNTLRAY	Irmo/Campus R MS	Lexington 5
446	-ma-	RICE	DIANA		QNTDRICE	Irmo/Campus R MS	Lexington 5
447	-ma-	ROGERSON	LANNIE		QNTLRGRS	Irmo/Campus R MS	Lexington 5
448	-ma-	RUFF	SANDY		QNTSRUFF	Irmo/Campus R MS	Lexington 5
449	-ma-	SLESINGER	BETTY	ANN	QNTBASLS	Irmo/Campus R MS	Lexington 5
450	-ma-	SLESINGER	BETTY ANN		QNTBSLSN	Irmo/Campus R MS	Lexington 5

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451	-ms-	THOMPSON	KAY		QNTKTHMP	Irmo/Campus R MS	Lexington 5
452	-ms-	VONKOLNITZ	DWIGHT		QNTDVNKL	Irmo/Campus R MS	Lexington 5
453	-ms-	WATSON	MARY		QNTMWTSN	Irmo/Campus R MS	Lexington 5
454	-ms-	WESTMORELAND	MAC		QNTCWSTM	Irmo/Campus R MS	Lexington 5
455	-ms-	WHEELER	PATTI		QNTFWHLR	Irmo/Campus R MS	Lexington 5
456	-ms-	WRIGHT	DONNA		QNTDWRGH	Irmo/Campus R MS	Lexington 5
457	-ms-	LITTLEJOHN	JIM		QNTJLTTL	Irmo/R MS	Lexington #5
458	-es-				QNTNRSRY	Nursery Road ES	Lexington 5
459	-es-	KENNERLY	MARY		QNTMKNNR	Nursery Road ES	Lexington 5
460	-do-	JONES	PATRICIA		QNTFJNS	Marion 1 DO	Marion 1
461	-es-				QNTNCHLS	Nichols ES	Marion 2
462	-es-				QNTPLSNT	Pleasant Grove ES	Marion 3
463	-es-				QNTCNTNR	Rains-Centenary ES	Marion 3
464	-hs-				QNTTRRL	Terrell's Bay HS	Marion 3
465	-hs-	HINSON	EUGENE III	G.	QNTHENSN	Terrell's Bay HS	Marion 3
466	-do-	JENKINS	JAMES		QNTJJNKN	Marlboro DO	Marlboro
467	-do-	QUICK	STEVE		QNTSQCK	Marlboro DO	Marlboro
468	-hs-	MALICHI	VIRGINIA		QNTVMLCH	Marlboro HS	Marlboro
469	-ms-	FOWLER	KAY		QNTKFWLR	Marlboro MS	Marlboro
470	-o-	MCABEE	PATTI		QNTPMCBB	McCormick Arts Council	MCCORMICK
471	-es-				QNTMCCRE	McCormick ES	McCormick
472	-hs-				QNTMCCRH	McCormick HS	McCormick
473	-ms-				QNTMCCRM	McCormick MS	McCormick
474	-x-	SMITH	STOKES		QNTSSMTH	NC	NC
475	-x-	SMITH	WREN		QNTWSMTH	NC	NC
476	-hs-	HARSHA	RONALD		QNTRIHSH	Whitmire HS	Newberry
477	-hs-				QNTMDCKH	Mid-Carolina HS	Newberry
478	-ms-				QNTMDCKL	Mid-Carolina JH	Newberry
479	-ms-	GRAMLING	MARILYN		QNTMGRML	Mid-Carolina MS	Newberry
480	-cu-	RICHARD	CATHERINE		QNTCRCHR	Newberry College	NEWBERRY
481	-cu-	WILHIDE	JIM		QNTJWLHD	Newberry College	NEWBERRY
482	-hs-				QNTNWBR	Newberry HS	Newberry
483	-hs-	ADAMS	PATRICIA		QNTPADMS	Newberry HS	Newberry
484	-hs-	FULMER	OLIVIA		QNTOFLMR	Newberry HS	Newberry
485	-hs-	GRIFFIN	EARL		QNTGRFF	Newberry HS	Newberry
486	-hs-	SHEALY	DELL		QNTDSHLY	Newberry HS	Newberry
487	-hs-	WILSON	STEVE		QNTSWLSN	Newberry HS	Newberry
488	-hs-				QNTWHTMR	Whitmire HS	Newberry
489	-do-	Rushlow	Bonnie	B.	QNTBRSHL	Oconee DO	Oconee
490	-es-				QNTVRNL	Ravenel ES	Oconee
491	-es-	QUARLES	KEASLER		QNTKQRLS	Ravenel ES	Oconee
492	-hs-	DUNLAP	HARRY		QNTHDNLP	Tamassee-Salem HS	Oconee
493	-hs-	EDMINSTER	LAURIE		QNTLEDMN	Walhalla HS	Oconee
494	-hs-				QNTWSTOK	West Oak HS	Oconee
495	-hs-	HUGGINS	CIL		QNTGHGGN	West Oak HS	Oconee
496	zzz	TURNER	PAUL		QNTPTNR	American Yard Prod.	Orangeburg
497	-ps-	GREGORY	DIANNE		QNTDGRGR	Orangeburg Prep	ORANGEBURG
498	-ps-	PILKINGTON	JOY		QNTJPLKN	Orangeburg PS	ORANGEBURG
499	-tc-	Coleman	Nancy		COCTI::NCOL	Orangeburg-Calhoun Tech	ORANGEBURG
500	-tc-	Shuler	Gerry		SBTCE::Notes	Orangeburg-Calhoun Tech	ORANGEBURG

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	Last Name	First Name	Middle Name	OSCNET Address	Acct #	School Name	District
501	-cu-	CHILDS	WALTER		QNTWCHLD	SC State-Education	ORANGEBURG
502	-cu-	REID	ISIAH		QNTIREED	SC State-Education	ORANGEBURG
503	-cu-	SIMMS	EARLINE		QNTESMMS	SC State-Education	ORANGEBURG
504	-cu-	SMALL	DONALD		QNTSCSTT	SC State-Education	ORANGEBURG
505	-cu-	STUCKEY	ELSPETH		QNTSTCK	SC State-SCCAT	ORANGEBURG
506	-hs-	BARNWELL	KIMBERLY		QNTKBRNW	Bowman HS	Orangeburg 2
507	-hs-	BROWN	BENNIE		QNTBBRW	Bowman HS	Orangeburg 2
508	-hs-	CARSON	IDELLA		QNTICRSN	Bowman HS	Orangeburg 2
509	-hs-	CORWIN	JODY		QNTJCRWN	Bowman HS	Orangeburg 2
510	-hs-	HOPKINS	MARGARET		QNTMHPKN	Bowman HS	Orangeburg 2
511	-hs-	TRIPLETT	PAULETTE		QNTPTRPL	Bowman HS	Orangeburg 2
512	-hs-	ROBINSON	SYLVIA		QNTSRBNS	Hunter-Tyler-Kinard HS	Orangeburg 2
513	-ms-				QNTBRKDL	Brookdale MS	Orangeburg 5
514	-ms-				QNTCLARK	Clarke MS	Orangeburg 5
515	-ms-				QNTHWRD	Howard MS	Orangeburg 5
516	-es-				QNTMRSHL	Marshall ES	Orangeburg 5
517	-es-	DAVIS	JACQUELYN	X.	QNTJXDVS	Marshall ES-SCCAT	Orangeburg 5
518	-hs-	ANDERSON	SHARON		QNTSANDR	Orangeburg-Wilkinson HS	Orangeburg 5
519	-hs-	CORSI	PHIL		QNTPCRS	Orangeburg-Wilkinson HS	Orangeburg 5
520	-hs-	GOODWIN	GERALDINE		QNTGGDWN	Orangeburg-Wilkinson HS	Orangeburg 5
521	-hs-	TILL	SUSAN		QNTSTILL	Orangeburg-Wilkinson HS	Orangeburg 5
522	-hs-	TRAYWICK	CLE		QNTCTRYW	Orangeburg-Wilkinson HS	Orangeburg 5
523	-es-	ABLE	MILDRED		QNTMABLE	Branchville ES	Orangeburg 8
524	-es-	FUNCHESS	VALERIE		QNTVFNCH	Branchville ES	Orangeburg 8
525	-es-	THOMPSON	JENNIE		QNTJTHMP	Branchville ES	Orangeburg 8
526	-hs-				QNTBRNCH	Branchville HS	Orangeburg 8
527	-hs-	BRIGHT	STARR		QNTSBRGH	Branchville HS	Orangeburg 8
528	-hs-	HIGHTOWER	MARY	LOU	QNTMHGHT	Branchville HS	Orangeburg 8
529	-hs-	WILSON	BONNIE	JARRELL	QNTBJRRL	Branchville HS	Orangeburg 8
530	-hs-	BUTLER	MARY	HARRISON	QNTMBTLR	Branchville HS-SCCAT	Orangeburg 8
531	-hs-	MCGRIFF	LILLIE		QNTLMCGR	Branchville HS-SCCAT	Orangeburg 8
532	-hs-	OTT	TONI		QNTTOTT	Branchville HS-SCCAT	Orangeburg 8
533	-cu-	FLANEGAN	JACK		QNTJFLNG	Clemson	PICKENS
534	-cu-	FUHR	DON		QNTDFUHR	Clemson	PICKENS
535	-cu-	WISENSTEIN	GREG		QNTGWSNS	Clemson	PICKENS
536	-cu-	LESLIE	OWENS		QNTLOWNS	Clemson-BreadLoaf	PICKENS
537	-cu-	PILGRIM	JUDY		QNTPLGRM	Clemson-CUFAN	PICKENS
538	-cu-	GRAY	GORDON		QNTGGRAY	Clemson-Education	PICKENS
539	-cu-	KATHY	HEADLEY		QNTKNEAL	Clemson-Education	PICKENS
540	-cu-	STANLEY	VIRGINIA		QNTVSTNL	Clemson-Education	PICKENS
541	-cu-	SNELSIRE	BOB		QNTBSNLS	Clemson-Engineering	PICKENS
542	-cu-	JACOBI	MARTIN		QNTMJCB	Clemson-English	PICKENS
543	-cu-	TEVIS	CARMEN		QNTCTVS	Clemson-English	PICKENS
544	-cu-	BLODGETT	JACK		QNTJBLDG	Clemson-English/REACH	PICKENS
545	-cu-	WOODWARD	SANDY		QNTPRESS	Clemson-Public Relations	PICKENS
546	-cu-	COLLINS	CAROL		QNTCCLLN	Clemson-Writing for Public	PICKENS
547	-ms-				QNTDCSVL	Dacusville JH	Pickens
548	-hs-	FOSTER	JACQUELINE		QNTJFSTR	Daniel HS	Pickens
549	-hs-	NEWTON	HELEN		QNTHNWTN	Daniel HS	Pickens
550	-ms-	BASSETT	RICK		QNTBBSST	Easley JH	Pickens

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	Last Name	First Name	Middle Name	OSNET Address	Acct #	School Name	District
551	-ms-	LINVILL	NANCY		QNTNLNVL	Edwards JH	Pickens
552	-ms-	REEL	EDMEE		QNTEREEL	Edwards JH	Pickens
553	-hs-	GRANT	KEN		QNTKGRNT	Liberty HS	Pickens
554	-o-				QNTNEH	NEH INST 92-Clemson	PICKENS
555	-do-	LASHLEY	LIBBA		QNTLLSHL	Pickens DO	Pickens
556	-es-				QNTSXML	Six Mile ES	Pickens
557	-x-	BONDY	KIM		QNTKBNDY	REAL(NB: Not Active)	REAL
558	-x-	BROWN	LANGSTON		QNTLBRWN	REAL(NB: Not Active)	REAL
559	-x-	CARRICO	SANNA		QNTSCRRC	REAL(NB: Not Active)	REAL
560	-x-	CARTER	KAREN		QNTKCRTR	REAL(NB: Not Active)	REAL
561	-x-	CUSAAC	MARLENE		QNTMCSC	REAL(NB: Not Active)	REAL
562	-x-	DUNNE	FAITH		QNTFDNN	REAL(NB: Not Active)	REAL
563	-x-	MAYSE	SALLY		QNTSMYS	REAL(NB: Not Active)	REAL
564	-x-	PARKER	JACQUELINE		QNTJPRKR	REAL(NB: Not Active)	REAL
565	-x-	PAULIN	SARAH	RITTER-	QNTSPLN	REAL(NB: Not Active)	REAL
566	-x-	TIMMERMAN	EDDIE		QNTETMMR	REAL(NB: Not Active)	REAL
567	-x-	WERNE	PATRICIA		QNTPWNR	REAL(NB: Not Active)	REAL
568	-x-	WEST	TAMMIE		QNTTWEST	REAL(NB: Not Active)	REAL
569	-x-	WILLIAMS	ALLEN		QNTAWLLM	REAL(NB: Not Active)	REAL
570	-cu-	SANDERS	WILLEASE		QNTWSNDR	Benedict College	RICHLAND
571	-cu-	SCOTT	JUANITA		QNTJSCTT	Benedict College	RICHLAND
572	-cu-	ALSTON	KEN		QNTKALST	Benedict-SCCAT	RICHLAND
573	-cu-	SWANSON	BECKY		QNTBSWNS	Columbia College-English	RICHLAND
574	-cu-	PRITCHETT	JOHN		QNTJPRTC	Columbia College-Library	RICHLAND
575	-o-	HUTTO	DENA		QNTDHITT	Columbia-SCCAT	RICHLAND
576	-o-	JOHNSON	JOE		QNTJJHNS	Columbia-SCCAT	RICHLAND
577	-ps-	BARRON	LYNN		QNTLBRRN	Hammond PS	RICHLAND
578	-ps-	REEDER	NANCY	P.	QNTNPRDR	Heathwood Hall PS	RICHLAND
579	-ps-	REEDER	NANCY		QNTNRDR	Heathwood Hall PS	RICHLAND
580	-o-	MORRISON	GAIL		QNTGMRRS	Higher Educ. Comm	RICHLAND
581	-o-	SCANNELL	MARILYN		QNTMSCNN	Higher Educ. Comm	RICHLAND
582	-o-	WOODFAULK	KAREN		QNTKWDFL	Higher Educ. Comm	RICHLAND
583	-es-	GEORGE	CAROL		QNTCGRG	Hood Street ES	RICHLAND
584	-es-	JAMES	RANDY		QNTRJMS	Hood Street ES	RICHLAND
585	-o-	STEWART	CAROL		QNTCSTWR	House Educ Committee	RICHLAND
586	-o-	AKERS	RANDY		QNTRAKRS	Humanities Council	RICHLAND
587	-es-	TONER	TOMMIE		QNTTTNR	Meadowfield ES	Richland
588	-de-	BARTONE	LINDA		QNTLBRTN	OCD-SDE	RICHLAND
589	-es-	BOOTH	PHILLIP		QNTPBTH	Pierce Terrace ES	RICHLAND
590	-es-	LOVINGOOD	SARA		QNTSLVNG	Pierce Terrace ES	RICHLAND
591	-es-	MCENTIRE	DARLENE		QNTDMCNT	Pierce Terrace ES	RICHLAND
592	-es-	TANNER	RICK		QNTRTNNR	Pinckney ES	RICHLAND
593	-es-	VAUGN	HAROLD		QNTHVGN	Pinckney ES	RICHLAND
594	-es-	BROWN	LAMAR		QNTLBRON	Pinckney ES	RICHLAND
595	-o-	DENATALE	GAIL	MATTHEWS	QNTGMTTH	REACH	RICHLAND
596	-o-	BRYAN	TOM		QNTTBRYN	SC Arts Commission	RICHLAND
597	-o-	GOLDSTEIN	SARA	JUNE	QNTSGLDS	SC Arts Commission	RICHLAND
598	-o-	LEONARD	SUSAN		QNTSLNRD	SC Arts Commission	RICHLAND
599	-o-	WEBB	CHARLES		QNTCWEBB	SC Arts Commission	RICHLAND
600	-o-	BENTON	LINDA		QNTLBNTN	SCETV	RICHLAND

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601	-o-	DRESSLER	PATRICIA		CNTPDRSS	SCETV	RICHLAND
602	-o-	KENNEDY	BOBBI		CNTBKND	SCETV	RICHLAND
603	-o-	MARSHALL	RUTH		CNTRMRSH	SCETV	RICHLAND
604	-o-	NORMAN	JEAN		CNTJNRMN	School Advisory Councils	RICHLAND
605	-de	BALLEW	J C		CNTJBLLW	SDE-Dropout Prevention	RICHLAND
606	-de	DELAIN	MARSHA		CNTMDLN	SDE-OAA	RICHLAND
607	-de	MOHR	PAT		CNTPMOHR	SDE-OAA	RICHLAND
608	-de	POTTER	DAVID		CNTDPTR	SDE-OAA	RICHLAND
609	-de	SNYDER	CATHY		CNTCSNYD	SDE-OAA	RICHLAND
610	-de	BOLDING	WILLENE T.		CNTWBLDN	SDE-OTD	RICHLAND
611	-de	COOPER	AZURIA D		CNTACPR	SDE-OTD	RICHLAND
612	-de	KEEL	DOUGLAS		CNTDKEEL	SDE-OTD	RICHLAND
613	-de	PIPES	DANIEL HOKE		CNTDPPS	SDE-OTD	RICHLAND
614	-de	PRITCHETT	PAMELA		CNTPPRTC	SDE-OTD	RICHLAND
615	-de	REESE	BOB		CNTBRS	SDE-OTD	RICHLAND
616	-de	SHIRK	TOM		CNTTSHRK	SDE-OTD	RICHLAND
617	-de	SMITH	DIANA B.		CNTDBSMT	SDE-OTD	RICHLAND
618	-de	THOMAS	SANDRA		CNTSTHMS	SDE-OTD	RICHLAND
619	-de	ISHLER	ANN		CNTAISHL	SDE-Staff Development	RICHLAND
620	-cu-	DUBOSE	JON		NTJDBS	Special Educ Tech Cntr	RICHLAND
621	-de	BARNETT	JO ETTA		CNTJBRNT	Tech Asst-SDE	RICHLAND
622	-cu-	BERNARDIN	LIBBY		CNTLBRNR	USC-Applied Professional	RICHLAND
623	-cu-	WILLIAMS	HARRIETT		CNTHWLLM	USC-Applied Professional	RICHLAND
624	-cu-	BRISTOW	TOM		CNTTBRST	USC-Columbia	RICHLAND
625	-cu-	CLERICO	DON		CNTDCLRC	USC-Columbia	RICHLAND
626	-cu-	BARNETT	BARNETT		CNTBBRY	USC-Education	RICHLAND
627	-cu-	BULLARD	BETTY		CNTBLLR	USC-Education	RICHLAND
628	-cu-	BUSCHING	BEVERLY		CNTBBSCH	USC-Education	RICHLAND
629	-cu-	BUSCHING	BEVERLY		CNTBBUSH	USC-Education	RICHLAND
630	-cu-	DICKEY	ED		CNTEDCKY	USC-Education	RICHLAND
631	-cu-	DICKEY	ED		CNTEDICK	USC-Education	RICHLAND
632	-cu-	DOZIER	TERRI		CNTTDZR	USC-Education	RICHLAND
633	-cu-	DUBAY	TRACY		CNTTDBY	USC-Education	RICHLAND
634	-cu-	DUFF	ELEANOR		CNTEDUFF	USC-Education	RICHLAND
635	-cu-	EBERT	CHRIS		CNTCEBRT	USC-Education	RICHLAND
636	-cu-	KEMPER	RICHARD		CNTRKMPR	USC-Education	RICHLAND
637	-cu-	KUHS	TERI		CNTTKUHS	USC-Education	RICHLAND
638	-cu-	MCKENZIE	DANNY		CNTDMCKN	USC-Education	RICHLAND
639	-cu-	MILLS	HEIDI		CNTHMLLS	USC-Education	RICHLAND
640	-cu-	PIGFORD	ARETHA		CNTAPGFR	USC-Education	RICHLAND
641	-cu-	SCANNELL	DALE		CNTDSCNN	USC-Education	RICHLAND
642	-cu-	SCANNELL	DALE		CNTDSCNL	USC-Education	RICHLAND
643	-cu-	SPLITTBERGER	FRED		CNTFSPLT	USC-Education	RICHLAND
644	-cu-	WIELAND	SONDRA		CNTSWLND	USC-Education	RICHLAND
645	-cu-	WINECOFF	LARRY		CNTLWNCF	USC-Education	RICHLAND
646	-cu-	WINECOFF	SANDRA		CNTSWNCF	USC-Education	RICHLAND
647	-cu-	WISSICK	CHERYL		CNTCWSSC	USC-Education	RICHLAND
648	-cu-	DICKERSON	JOHN		CNTJDCKR	USC-Engineering	RICHLAND
649	-cu-	HILBORN	SAM		CNTSHLBR	USC-Engineering	RICHLAND
650	-cu-	LINK	BRIAN		CNTBLINK	USC-Engineering	RICHLAND

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651	-cu-	WALKER	NICK		QNTNWLKR	USC-Engineering	RICHLAND
652	-cu-	WEIDNER	JOHN		QNTJWDNR	USC-Engineering	RICHLAND
653	-cu-	MATALENE	CAROLYN		QNTCMTLN	USC-English	RICHLAND
654	-cu-	ROMAN	ERIC		QNTERMN	USC-English	RICHLAND
655	-cu-	THOMPSON	NANCY		QNTNTHMP	USC-English	RICHLAND
656	-cu-	OLIVER	KEMBLE		QNTKOLVR	USC-English/REACH	RICHLAND
657	-cu-	OLIVER	KEMBLE		QSCNET	USC-English/SCNET	RICHLAND
658	-cu-	MCNAMARA	JEANIE		QNTJMCNM	USC-Library Science	RICHLAND
659	-cu-	TURNER	MARSHA		QNTMTRNR	USC-Library Science	RICHLAND
660	-cu-	BEASLEY	PAUL		QNTPBSLY	USC-TRJO Programs	RICHLAND
661	-cu-	KATZIF	MARY		QNTMKTZF	USC-Upward Bound	RICHLAND
662	-cu-	BAKER	HANNAH		QNTHBKR	USC-WIN	RICHLAND
663	-es-	BAKER	JOSH		QNTJBKR	USC-WIN	RICHLAND
664	-cu-	CARNAHAN	LIBBY		QNTLCRNH	USC-WIN	RICHLAND
665	-cu-	MUELLER	LYN	ZALUSKY	QNTLMLLR	USC-WIN	RICHLAND
666	-cu-	RUCKER	JOYCE		QNTJRCKR	USC-WIN	RICHLAND
667	-cu-	SMITH	TOM		QNTTSMTH	USC-WIN	RICHLAND
668	-hs-	EDNEY	CYNTHIA		QNTCEDNY	C.A. Johnson HS	Richland 1
669	-es-	BLEVINS	ELIZABETH		QNTBBLVN	Caughman Rd ES	Richland 1
670	-ms-	AULD	ELIZABETH		QNTAULD	Crayton MS	Richland 1
671	-ms-	COOPER	ELLEN		QNTCPR	Crayton MS	Richland 1
672	-ms-	GIBSON	LYNETTE		QNTLGBSN	Crayton MS	Richland 1
673	-ms-	OWENS	MIKELL		QNTMOWNS	Crayton MS	Richland 1
674	-ms-	PRICE	PATRICIA		QNTPPRC	Crayton MS	Richland 1
675	-ms-	WILLIAMS	CALVERNETTA		QNTCWLLM	Crayton MS	Richland 1
676	-hs-				QNTDRHRH	Dreher HS	Richland 1
677	-hs-	KAMINSKI	KAREN		QNTKKMNS	Dreher HS	Richland 1
678	-hs-	Osier	Shelly		QNTSOSR	Dreher HS	Richland 1
679	-hs-	Sutusky	Kathryn		QNTKSTSK	Dreher HS	Richland 1
680	-hs-	Watson	Jerry		QNTJWTSN	Dreher HS	Richland 1
681	-hs-				QNTCLRH	Eau Clair HS	Richland 1
682	-hs-	ROACH	BARBARA		QNTBRCH	Eau Clair HS	Richland 1
683	-hs-	THOMPSON	IDA		QNTITHMP	Eau Claire HS	Richland 1
684	-ms-				QNTHANDM	Hand MS	Richland 1
685	-ms-	PARKER	PAUL		QNTPPRKR	Hand MS	Richland 1
686	-ms-	EDWARDS	BECKY		QNTBEDWR	Hopkins MS	Richland 1
687	-es-	STEELE	JOYCE		QNTJSTL	Horrell Hill ES	Richland 1
688	-es-	BARNES	JUDITH		QNTJBRNS	Horrell Hill ES	Richland 1
689	-es-	DOLIN	DAVID		QNTDDLN	Horrell Hill ES	Richland 1
690	-es-	DUVALL	RICHARD		QNTRDVLL	Horrell Hill ES	Richland 1
691	-es-	GACEK	TAMRA		QNTTGCK	Horrell Hill ES	Richland 1
692	-es-	SATTERWHITE	P		QNTPSSTR	Horrell Hill ES	Richland 1
693	-es-				QNTHTTTP	Hyatt Park ES	Richland 1
694	-es-	GRAY	ANDREA		QNTAGRAY	Hyatt Park ES	Richland 1
695	-es-	BLACK	DONNA		QNTDBLCK	John P. Thomas ES	Richland 1
696	-es-	LEMMON	SUSAN		QNTSLMMN	Meadowfield ES	Richland 1
697	-es-	ORTLUND	KATHLEEN		QNTKORTL	Meadowfield ES	Richland 1
698	-es-	ROBERTSON	LYNN		QNTLRBRT	Meadowfield ES	Richland 1
699	-do-	ELLIOT	CURT		QNTCELLT	Richland 1 DO	Richland 1
700	-do-	HOCKMAN	JIM		QNTJHCKM	Richland 1 DO	Richland 1

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701	-es-			QNTRSWDE		Rosewood ES	Richland 1
702	-es-	ALENDORF	STACY	QNTSALLN		Satchel Ford Rd ES	Richland 1
703	-ma-			QNTPRRYM		W. A. Perry MS	Richland 1
704	-ma-	CLARKSON	BARBARA	QNTBCLRK		W. A. Perry MS	Richland 1
705	-es-			QNTWBRR		Webber ES	Richland 1
706	-es-	HERNDON	SUSAN	QNTSHRDN		White Knoll ES	Richland 1
707	-ma-	MONTOMERY	NANCY	QNTNMNTG		Willow Lane JH	Richland 1
708	-es-			QNTBTHLH		Bethel-Hanberry ES	Richland 2
709	-es-			QNTKEELS		Keels ES	Richland 2
710	-es-			QNTLBNLS		Lorrey B. Nelson ES	Richland 2
711	-es-	ANDERSON	CLAVIS	QNTCANDS		Nelson ES	Richland 2
712	-es-	INABINET	RICHARD	QNTRINBN		Pontiac ES	Richland 2
713	-es-	WILLIAMS	SHARON	QNTSWLLM		Pontiac ES	Richland 2
714	-do-	GRIEB	ELAINE	QNTGRB		Richland 2 DO	Richland 2
715	-hs-			QNTRCHLN		Richland Northeast HS	Richland 2
716	-hs-	KING	EVLYN	QNTKINC		Richland Northeast HS	Richland 2
717	-hs-	STROM	NANCY	QNTNSTRM		Richland Northeast HS	Richland 2
718	-hs-	TIMMONS	JUDY	QNTJTMN		Richland Northeast HS	Richland 2
719	-hs-	JACKSON	LAURA	QNTLJCKS		Spring Valley HS	Richland 2
720	-ms-			QNTSMMP		Summit Parkway MS	Richland 2
721	-ms-	ROBERTS	MARGARET	QNTMRBRT		Summit Parkway MS	Richland 2
722	-ms-	WILSON	SALLY	QNTSWSON		Summit Parkway MS	Richland 2
723	-ms-	CAMPBELL	SARAH	QNTSCMPB		Summit Parkway MS	Richland 2
724	-cu-	PRINCE	AMBER	QNTAPRNC		Berry College-Education	ROME, GA
725	-do-	Spearman	Molly	NTMSPRM		Saluda DO	Saluda
726	-do-	TAYLOR	NELL	QNTNTYLR		Saluda DO	Saluda
727	-hs-			QNTSLDII		Saluda HS	Saluda
728	-hs-	CALDWELL	GLORIA	QNTGCLDW		Saluda HS	Saluda
729	-hs-	HARDIN	SCARLET	QNTCHRDN		Saluda HS	Saluda
730	-hs-	MINICK	DEBORAH	QNTDMNCK		Saluda HS	Saluda
731	-cu-	LOVETT	MARTHA	QNTMLVTT		Converse	SPARTANBURG
732	-es-	OLIVER	FELICIA	QNTFOLVR		James H. Hendrix ES	Spartanburg
733	-ss-	MOORE	CORINA	QNTCSMR		SC School for Deaf	SPARTANBURG
734	-ss-	MOORE	CORINA	QNTCMR		SC School for the Deaf	SPARTANBURG
735	-dec-	DAVIES	JACKIE	QNTJDVS		SDE-OTD	SPARTANBURG
736	-cu-	BRUCE	BILL	QNTBBRC		USC-Spartanburg	SPARTANBURG
737	-cu-	COOK	JIM	QNTJCOOK		USC-Spartanburg	SPARTANBURG
738	-cu-	DAVIS	TOM	QNTTDVS		USC-Spartanburg	SPARTANBURG
739	-cu-	ROBERTSON	KAREN	QNTKRBR		USC-Spartanburg	SPARTANBURG
740	-cu-	DAVENPORT	BRENDA	QNTBDVNP		USC-Spartanburg-WIN	SPARTANBURG
741	-cu-	EPES	ED	QNTTEPPS		USC-Spartanburg-WIN	SPARTANBURG
742	-cu-	MAHAFFEY	JIM	QNTJMHFF		Wofford-Education	SPARTANBURG
743	-es-	DOBBS	PATRICIA	QNTPDBBN		Fingerville-Cooley Springs	Spartanburg 2
744	-es-			QNTCLYSP		Fingerville-Cooley-Springs	Spartanburg 2
745	-es-	JAMES	HENDRIX	QNTHNDRX		James H. Hendrix ES	Spartanburg 2
746	-es-	WELLS	MARTHA	QNTMWLLS		James H. Hendrix ES	Spartanburg 2
747	-hs-	BLANTON	CARMEN	QNTCBLNT		Broome HS	Spartanburg 3
748	-es-			QNTCNNNS		Cannons ES	Spartanburg 3
749	-ms-			QNTCWPNS		Cowpens JH	Spartanburg 3
750	-do-	WHITE	ANN	QNTAWHT		Spartanburg 3 DO	Spartanburg 3

SCNET FIELD DIRECTORY 1992-1993: UPDATE(15 MARCH 1993)

	Last Name	First Name	Middle Name	OSCNET Address	Acct #	School Name	District
751	-ms-			QNTWDLND		Woodland Heights MS	Spartanburg 3
752	-es-	YONCE	LADELLE J.	QNTLYNC		J. F. Byrnes HS	Spartanburg 3
753	-es-	KRISTINIK	JEANIE	QNTJKRST		Lyman ES	Spartanburg 3
754	-es-	BROWN	REBECCA	QNTBRWN		Chapman ES	Spartanburg 7
755	-es-	HATCHETT	DWAYNE	QNTDHTCH		Jessie Boyd ES	Spartanburg 7
756	-ma-	CLARK	FRANK	QNTFCLRK		McCracken JH	Spartanburg 7
757	-ma-	O'BRIEN	RACHEL	QNTROBRN		McCracken JH	Spartanburg 7
758	-ma-	RICHARDSON	LAURA	QNTLRCHR		McCracken JH	Spartanburg 7
759	-do-	Koutroulis	Mary P.	QNTMKTRL		Spartanburg 7 DO	Spartanburg 7
760	-do-	Predmore	Ann R.	QNTAPRDM		Spartanburg 7 DO	Spartanburg 7
761	-ma-	BROWN	SANDY	QNTSBRWN		Whitlock JH	Spartanburg 7
762	-ma-	COOK	BARBARA	QNTBCOOK		Whitlock JH	Spartanburg 7
763	-o-			QNTSCLBR		SC School Librarians	STATEWIDE
764	-tc-	Sanford	Eddie	SAT::SANFOR		Central Carolina Tech	SUMTER
765	-es-	GAMBLE	JACKIE	QNTJGMBL		Alice Drive ES	Sumter 17
766	-es-	JEFFERSON	ZONA	QNTZJFFR		Alice Drive ES	Sumter 17
767	-ma-			QNTHAWKS		Alice Drive MS	Sumter 17
768	-ma-			QNTBATES		Bates MS	Sumter 17
769	-es-			QNTLMR		Lemira ES	Sumter 17
770	-do-	WILLIAMS	LARRY	QNTLWLLM		Sumter 17 DO	Sumter 17
771	-ha-	GORMAN	BUNNY	QNTBGRMN		Sumter HS	Sumter 17
772	-ha-	GORMAN	PATRICIA	QNTPGRMN		Sumter HS	Sumter 17
773	-ma-	HYMAN	ELIZABETH	QNTHEHYMN		Ebenezer JH	Sumter 2
774	-ma-	MCLENDON	STEPHANIE	QNTSMCLN		High Hills MS	Sumter 2
775	-ha-	DAVIS	JACQUELYN F.	QNTJFDVS		Mayewood HS	Sumter 2
776	-es-			QNTJNSVL		Jonesville ES	Union
777	-ma-			QNTSMSJR		Sims JH	Union
778	-ma-	BLACKWOOD	KENNY	QNTKBLCK		Sims JH	Union
779	-ma-	RAMSAY	BARBARA	QNTBRMSY		Sims JH	Union
780	-ma-	ROUSE	GEORGEANNE	QNTGRS		Sims JH	Union
781	-ma-	VINSON	DIANE	QNTDVNSN		Sims JH	Union
782	-ha-	DAVIS	PAUL	QNTPDVS		Union HS	Union
783	-ha-	GLENN	PAUL	QNTPLNN		Union HS	Union
784	-ha-	HAMMETT	DANNA	QNTDHMMT		Union HS	Union
785	-ha-	JORDAN	BEVERLY	QNTBJRDN		Union HS	Union
786	-ha-	LANGLEY	CINDY	QNTCLNGL		Union HS	Union
787	-ha-	MASON	LARRY	QNTLMN		Union HS	Union
788	-ha-	RISER	CAROL ANN	QNTCRSR		Union HS	Union
789	-ha-	TURNER	SYLVIA	QNTSTRNR		Union HS	Union
790	-ha-	WHITE	CHARLOTTE	QNTCWHT		Union HS	Union
791	-o-	WRIGHT	WILLIAM	QNTWWRGH		BreadNet	WASHINGTON DC
792	-ha-			QNTHMNGW		Hemingway HS	Williamsburg
793	-ha-	COLEMAN	JEFFREY	QNTJCLMN		Hemingway HS	Williamsburg
794	-ha-	BEAVERS	JOHNNY	QNTJBVRS		Kingstree HS	Williamsburg
795	-ma-	WATSON	CHERYL LANE	QNTCWTSN		Kingstree JH	Williamsburg
796	-do-	FENNEL	JUDY	QNTJFNNL		Williamsburg DO	Williamsburg
797	-cu-	Doughty	Ray	QNTDGHIT		Arts in Basic Curriculum	YORK
798	-ha-			QNTNWSTR		Northwestern HS	York
799	-ha-	COBURN	BRYAN	QNTBCBRN		Northwestern HS	York
800	-cu-	BEVERS	BILLIE	QNTBBVRS		SCATSL	YORK

SCNET FIELD DIRECTORY 1992-1993: UPDATE(15 MARCH 1993)

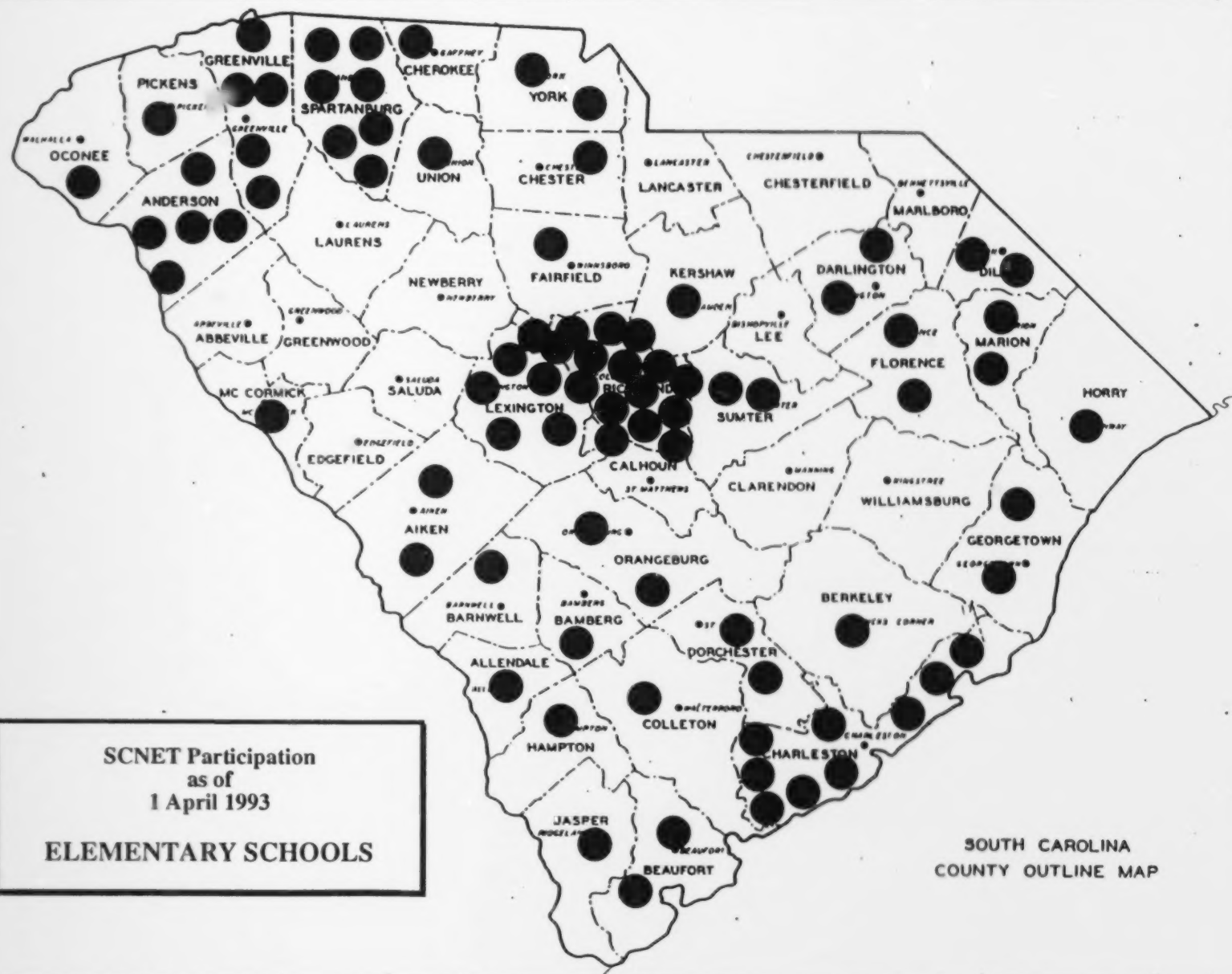
	Last Name	First Name	Middle Name	O SCNET Address	Acct #	School Name	District
801	-cu-	GOTTESMAN	BARBARA		ONTBGTT5	SCATSL	YORK
802	-cu-	HOLT	SONDRA		ONTSHOLT	SCATSL	YORK
803	-cu-	LEE	JEFF		ONTJLEE	SCATSL	YORK
804	-cu-	LEWIS	TRACY		ONTTLWS	SCATSL	YORK
805	-cu-	UNDERWOOD	CLAUDE		C NTCUNDR	SCATSL	YORK
806	-cu-	YOUNGBLOOD	GAIL		ONTGYNGB	SCATSL	YORK
807	-cu-	EVERSON	SANDI		ONTSEVRS	SCTRC	YORK
808	-cu-	PODA	JANICE		ONTJPODA	SCTRC	YORK
809	-cu-	STRINGFELLOW	RITA		ONTSTRN	SCTRC	YORK
810	zzz	TAYLOR	LORI		ONTLTYL	SCTRC	YORK
811	>dec	PLUMLEY	KATHY		ONTKPLML	SDE-OTD	YORK
812	-ma-				ONTSLLVN	Sullivan MS	York
813	-cu-	DOCKERY	RAY		ONTDRCKR	Winthrop	YORK
814	-cu-	GRIFFIN	MIKE		ONTMGRFF	Winthrop	YORK
815	-cu-	LEUDER	DON		C NTDLDR	Winthrop	YORK
816	-cu-	REYNOLDS	JOHN		ONTJRYNL	Winthrop	YORK
817	-cu-	WALTER	GLEN		ONTGWLTR	Winthrop	YORK
818	-cu-	ANFIN	JOHN		ONTJANFN	Winthrop-Education	YORK
819	-cu-	BRASWELL	NELL		ONTNBRSW	Winthrop-Education	YORK
820	-cu-	COXTON	BENNY		ONTBCXTN	Winthrop-Education	YORK
821	-cu-	FOUCHE	JAMES		ONTJFCH	Winthrop-Education	YORK
822	-tc-	Helm	Arno		VADER::AHEL	York Tech	YORK
823	-tc-	LUTZ	OTIS		ONTOLUTZ	York Tech	YORK
824	-hs-				ONTYORKH	York Comprehensive HS	York 1
825	-hs-	ADKINS	POLLY		ONTPADKN	York Comprehensive HS	York 1
826	-hs-	GOOD	WILLIAM		ONTWGOOD	York Comprehensive HS	York 1
827	-ma-				ONTCLVR	Clover JH	York 2
828	-ma-	CLARK	CAROLYN		ONTCCLRK	Clover JH	York 2
829	-ma-	PATE	JUDY		ONTJPATE	Clover JH	York 2
830	-ma-	YOUNG	ELAINE		ONTEYNG	Clover JH	York 2
831	-ma-				ONTCSTLH	Castle Heights MS	York 3
832	-ma-	LAWSON	REBECCA		ONTRLWSN	Castle Heights MS	York 3
833	-ma-	STEELE	JODY	C.	ONTJCSL	Castle Heights MS	York 3
834	-ma-				ONTRWLNS	Rawlinson Road MS	York 3
835	-ma-	ROBERTS	ELAINE		ONTBRBT	Rawlinson Road MS	York 3
836	-ma-	VAUGHN	POLLI		ONTPVGHN	Rawlinson Road MS	York 3
837	-hs-				ONTCKHL	Rock Hill HS	York 3
838	-hs-	HUGH	PAULA		ONTPHGH	Rock Hill HS	York 3
839	-hs-	MCDONALD	DORIS		ONTDMCDN	Rock Hill HS	York 3
840	-ma-	POSTER	ANN		ONTAFSTR	Sullivan MS	York 3
841	-ma-	STATON	SUSAN		ONTSSTTN	Sullivan MS	York 3
842	-es-	BROCKMAN	VICKIE		ONTVBRCK	Winthrop Writing Project	York 3
843	-do-	HUMPHRIES	JUDY		ONTJHMPH	York 3 DO	York 3
844	-es-				ONTFTMLE	Fort Mill ES	York 4
845	-hs-				ONTFTMLL	Fort Mill HS	York 4
846	-hs-	SETTLEMYRE	NORMA		ONTNSTTL	Fort Mill HS	York 4
847	-ma-				ONTFTMLM	Fort Mill MS	York 4
848	zzz	ADAMS	RAY		ONTADMS	z=Send Info to SCNET (-:	z=Send Info to
849	zzz	ALLEN	GLORIA		ONTGALLN	z=Send Info to SCNET (-:	z=Send Info to
850	zzz	ASH	RHONDA		ONTASH	z=Send Info to SCNET (-:	z=Send Info to

SCNET FIELD DIRECTORY 1992-1993: UPDATE(15 MARCH 1993)

	Last Name	First Name	Middle Name	O SCNET Address	Acct #	School Name	District
851	ASHBURN	FRANNIE		QNTFASHB		z=Send Info to SCNET (-)	z=Send Info to
852	BOEHLER	DEBORAH		QNTDBHLR		z=Send Info to SCNET (-)	z=Send Info to
853	BUCY	HARRIET		QNTHBUCY		z=Send Info to SCNET (-)	z=Send Info to
854	CAMPBELL	TERRY		QNTTCMPB		z=Send Info to SCNET (-)	z=Send Info to
855	CARLTON	JULIA		QNTJCRLT		z=Send Info to SCNET (-)	z=Send Info to
856	CATOE	SALLY		QNTSCT		z=Send Info to SCNET (-)	z=Send Info to
857	COBB	RANCE		QNTRCOBB		z=Send Info to SCNET (-)	z=Send Info to
858	COOK	SANDRA	C.	QNTSCOOK		z=Send Info to SCNET (-)	z=Send Info to
859	CROSBY	JODY		QNTJCRSB		z=Send Info to SCNET (-)	z=Send Info to
860	CURRIN	SARAH		QNTSCRRN		z=Send Info to SCNET (-)	z=Send Info to
861	DANIELS	AMY		QNTADNLS		z=Send Info to SCNET (-)	z=Send Info to
862	DINGLE	BECKY		QNTBDNGL		z=Send Info to SCNET (-)	z=Send Info to
863	DUNLAP	CRYSTAL		QNTCDNLP		z=Send Info to SCNET (-)	z=Send Info to
864	DUPREE	JOAN		QNTJDPR		z=Send Info to SCNET (-)	z=Send Info to
865	ELLJOTT	BETH		QNTBELLT		z=Send Info to SCNET (-)	z=Send Info to
866	FELLERS	TERRY		QNTTFLLR		z=Send Info to SCNET (-)	z=Send Info to
867	FINNAN	CHRISTINE		QNTCFNNN		z=Send Info to SCNET (-)	z=Send Info to
868	FRITTS	RUTH		QNTFRFTT		z=Send Info to SCNET (-)	z=Send Info to
869	GEDDINGS	CHARLES		QNTCGDDN		z=Send Info to SCNET (-)	z=Send Info to
870	GOSSETT	KAY		QNTKGSST		z=Send Info to SCNET (-)	z=Send Info to
871	GRAYSON	GAYLE		QNTGGYS		z=Send Info to SCNET (-)	z=Send Info to
872	GREENE	REGINALD		QNTGRN		z=Send Info to SCNET (-)	z=Send Info to
873	HARPER	JAMES		QNTJHRPR		z=Send Info to SCNET (-)	z=Send Info to
874	HARRISON	BRIAN		QNTBHRRS		z=Send Info to SCNET (-)	z=Send Info to
875	HAUCK	ROBERT		QNTRHCK		z=Send Info to SCNET (-)	z=Send Info to
876	HAVEN	BETH		QNTBHVN		z=Send Info to SCNET (-)	z=Send Info to
877	HEATH	ROBERT		QNTRHTH		z=Send Info to SCNET (-)	z=Send Info to
878	HOGGINBOTHAM	MARY		QNTMHGGN		z=Send Info to SCNET (-)	z=Send Info to
879	IBOTT	H		QNTIHHT		z=Send Info to SCNET (-)	z=Send Info to
880	JORDAN	DEBORAH		QNTDJRDN		z=Send Info to SCNET (-)	z=Send Info to
881	JUNKIN III	WILLIAM		QNTWJNKN		z=Send Info to SCNET (-)	z=Send Info to
882	KREUTNER	ERIC		QNTKRTN		z=Send Info to SCNET (-)	z=Send Info to
883	LINDSEY	CHARLOTTE		QNTCLNDS		z=Send Info to SCNET (-)	z=Send Info to
884	LONG	CHUCK		QNTCLONG		z=Send Info to SCNET (-)	z=Send Info to
885	MARTIN	ESTER		QNTMRTN		z=Send Info to SCNET (-)	z=Send Info to
886	MARTIN	NEAL		QNTNMRTN		z=Send Info to SCNET (-)	z=Send Info to
887	MCGARRAHAN	CINDY		QNTCMCGR		z=Send Info to SCNET (-)	z=Send Info to
888	MCMULTY	KEVIN		QNTKMCNL		z=Send Info to SCNET (-)	z=Send Info to
889	MENZER	RICK		QNTRMNZR		z=Send Info to SCNET (-)	z=Send Info to
890	MITCHELL	CARNELLA		QNTCMTCH		z=Send Info to SCNET (-)	z=Send Info to
891	MITCHELL	FRANKLIN		QNTFMTC		z=Send Info to SCNET (-)	z=Send Info to
892	MONROE	JAMES		QNTJMNRR		z=Send Info to SCNET (-)	z=Send Info to
893	MULLIN	ANN		QNTAMLLN		z=Send Info to SCNET (-)	z=Send Info to
894	MUZEKAIR	THOMASINE		QNTTMZKR		z=Send Info to SCNET (-)	z=Send Info to
895	NICHOLSON	BENNY	LYNN	QNTBNCHL		z=Send Info to SCNET (-)	z=Send Info to
896	NORTON	VANCE		QNTVNRTN		z=Send Info to SCNET (-)	z=Send Info to
897	PEARMAN	JANE		QNTJWPRM		z=Send Info to SCNET (-)	z=Send Info to
898	PYLES	MARIA		QNTMPYLS		z=Send Info to SCNET (-)	z=Send Info to
899	RICHARDSON	CLBO	R.	QNTCRCH		z=Send Info to SCNET (-)	z=Send Info to
900	RUTZICKI	CANDY		QNTCRZCK		z=Send Info to SCNET (-)	z=Send Info to

SCNET FIELD DIRECTORY 1992-1993: UPDATE(15 MARCH 1993)

	Last Name	First Name	Middle Name	O SCNET Address	Acct #	School Name	District
901	222	SETTE	MARTHA		CNTMSTT	z=Send Info to SCNET (-:	z=Send Info to
902	222	SHAW	RICHARD		CNTRSHAW	z=Send Info to SCNET (-:	z=Send Info to
903	222	SHERRON	CAROL		CNTCSHRR	z=Send Info to SCNET (-:	z=Send Info to
904	222	SMITH	ELLEN		CNTESMTH	z=Send Info to SCNET (-:	z=Send Info to
905	222	SMITH	SUZANNE		CNTSSMIT	z=Send Info to SCNET (-:	z=Send Info to
906	222	STANLEY	JACKIE		CNTTSNCL	z=Send Info to SCNET (-:	z=Send Info to
907	222	TAYLOR	MALINDA		CNTMTYL	z=Send Info to SCNET (-:	z=Send Info to
908	222	THOMPSON	BARBARA		CNTBTHMS	z=Send Info to SCNET (-:	z=Send Info to
909	222	WALKER	ROBIN		CNTRWLKR	z=Send Info to SCNET (-:	z=Send Info to
910	222	WILKERSON	JAMIE		CNTJWLKR	z=Send Info to SCNET (-:	z=Send Info to



ELEMENTARY SCHOOLS ON THE SCNET

CUFAN USERNAME
LISTED AS VALID
AS OF
1 DECEMBER 1992

SCHOOL CODE

ES	=	ELEMENTARY SCHOOL
MS	=	MIDDLE OR JUNIOR HIGH SCHOOL
HS	=	HIGH SCHOOL
PS	=	PRIVATE SCHOOL
SS	=	STATE SCHOOL

SORTED BY DISTRICT
/BY EMPLOYER
/BY NAME

NTXXXXX FIELD DIRECTORY 1992-1993: WORKING DRAFT(1 February 1993)

	Last Name	First Name	Middle Name	OSCNET Address	Acct #	School Name	District
1	-cs-			QNTAKNEL		Aiken ES	Aiken
2	-cs-	RINEHART	LYNETTE	QNTLRNHR		Aiken ES	Aiken
3	-cs-			QNTTHMMND		Hammond ES	Aiken
4	-cs-			QNTALNDH		Allendale ES	Allendale
5	-cs-			QNTCDRGR		Cedar Grove ES	Anderson 1
6	-cs-	JONES	MARGUERITE	QNTMJNS		Spearman ES	Anderson 1
7	-cs-			QNTCNTR		Centerville ES	Anderson 5
8	-cs-	HAMMETT	FREIDA	QNTFHHMT		Fant ES	Anderson 5
9	-cs-			QNTSFANT		South Fant ES	Anderson 5
10	-cs-	EUBANKS	MARY	QNTMEBNK		Denmark-Olar ES	Bamberg 2
11	-cs-	FORD	SANDRA	QNTSFORD		Denmark-Olar ES	Bamberg 2
12	-cs-	PICKENS	CLEMIE	QNTCPCKN		Denmark-Olar ES	Bamberg 2
13	-cs-	COLEMAN	DEBBY	QNTDCLMN		Barnwell ES	Barnwell 45
14	-cs-	MANSELL	MARK	QNTMMNSL		Beaufort	Beaufort
15	-cs-			QNTLDYSI		Ladys Island ES	Beaufort
16	-cs-			QNTCNHY		Cainhoy ES	Berkeley
17	-cs-			QNTASHLY		Ashley River ES	Charleston
18	-cs-	GARTSIDE	ELLEN	QNTGRTS		Harbor View ES	Charleston
19	-cs-	BRANDON	GAIL	QNTGBRND		Jennie Moore ES	Charleston
20	-cs-	CLARK	SARAH	QNTSLRKL		Jennie Moore ES	Charleston
21	-cs-	COLLINS	WOODY	QNTWCLLN		Jennie Moore ES	Charleston
22	-cs-	CUMMINGS	CAROL	QNTCCMMN		Jennie Moore ES	Charleston
23	-cs-	HAILE	HELEN	QNTHHL		Jennie Moore ES	Charleston
24	-cs-	LAROCQUE	DIANA	QNTDLRCQ		Jennie Moore ES	Charleston
25	-cs-	MASON	KEITH	QNTKMSN		Jennie Moore ES	Charleston
26	-cs-	OYLER	ANNA	QNTCCHRL		Jennie Moore ES	Charleston
27	-cs-	OYLER	ANNA	QNTAOYLR		Jennie Moore ES	Charleston
28	-cs-	KERR	HARRIET	QNTBKERR		Nativity ES	Charleston
29	-cs-			QNTOKLND		Oakland ES	Charleston
30	-cs-			QNTORNGG		Orange Grove ES	Charleston
31	-cs-	DEMOS	NITSA	QNTNDMS		Orange Grove ES	Charleston
32	-cs-			QNTSPRNG		Springfield ES	Charleston
33	-cs-			QNTSAELM		St. Andrews ES	Charleston
34	-cs-	ROUMILLAT	JUDY	QNTJRMILL		St. Andrews ES	Charleston
35	-cs-			QNTSTNPR		Stono Park ES	Charleston
36	-cs-			QNTWHTSD		Whitesides ES	Charleston
37	-cs-	DAVE	SCHLACHTER	QNTDSCHL		Whitesides ES	Charleston
38	-cs-	PARMAN	JANET	QNTJPRMN		Whitesides ES	Charleston
39	-cs-	RITCOH	CINDY	QNTCRTH		Windsor Hill ES	Charleston
40	-cs-	HATTON	JANICE	QNTJHTTN		Central ES	Cherokee
41	-cs-			QNTLTHRV		Luthor Vaughn ES	Cherokee
42	-cs-			QNTSTHSE		Southside ES	Chester
43	-cs-			QNTBELLS		Bells ES	Colleton
44	-cs-			QNTCRLN		Carolina ES	Darlington
45	-cs-	WOOD	DORIS	QNTDWOOD		Darlington DO	Darlington
46	-cs-	SMITH	MARJORIE	QNTMSMTH		W. Hartsville ES	Darlington
47	-cs-			QNTWESTH		West Hartsville ES	Darlington
48	-cs-	BOUKNIGHT	FRANK	QNTFBKNG		West Hartsville ES	Darlington
49	-cs-	HAWKINS	BARBARA	QNTBHWKN	ANN	East ES	Dillon 2
50	-cs-	DWYER	KERRY	QNTKDWYR		College Park ES	Dorchester 2

NTXXXXX FIELD DIRECTORY 1992-1993: WORKING DRAFT(1 February 1993)

	Last Name	First Name	Middle Name	OSNET Address	Acct #	School Name	District
51	-es- EDWARDS	RACHEL		QNTGEDWR		Oakbrook ES	Dorchester 2
52	-es- SMITH	BETTY	ANNE	QNTBSMTH		Royal ES	Florence 1
53	-es-			QNTBRCKN		Brockington ES	Florence 4
54	-es-			QNTKNSNG		Kensington ES	Georgetown
55	-es- GALLUP	CANDI		QNTCGLLP		Waccamaw ES-SCCAT	Georgetown
56	-es-			QNTBKRSR		Bakers Chapel ES	Greenville
57	-es-			QNTBRSHY		Brushy Creek ES	Greenville
58	-es- DURHAM	CAROL		QNTCDRHM		Buena Vista ES	Greenville
59	-es-			QNTPLHM		Pelham Road ES	Greenville
60	-es- HALL	GARRISON		QNTGHALL		Taylor ES	Greenville
61	-es-			QNTFNLL		Fennell ES	Hampton 1
62	-es-			QNTDAISY		Daisy ES	Horry
63	-es- MAHONEY	JANICE		QNTJMHNY		Lugoff ES	Kershaw
64	-es-			QNTGLBRT		Gilbert ES	Lexington 1
65	-es- HOLLAND	ALLEENE		QNTAHLN		B-C Grammar #1 ES	Lexington 2
66	-es-			QNTCHPNE		Chapin ES	Lexington 5
67	-es- COOK	MARGARET	M.	QNTMCOOK		Chapin ES	Lexington 5
68	-es-			QNTDTCHF		Dutch Fork ES	Lexington 5
69	-es- KRUGER	JOAN		QNTJKRGR		Dutch Fork ES	Lexington 5
70	-es-			QNTIRMOE		Irmo ES	Lexington 5
71	-es- SHIRLEY	JAMES		QNTJSHRL		Irmo ES	Lexington 5
72	-es- SITES	MARGARET		QNTMSTS		Irmo ES	Lexington 5
73	-es-			QNTNRSRY		Nursery Road ES	Lexington 5
74	-es- KENNERLY	MARY		QNTMKNNR		Nursery Road ES	Lexington 5
75	-es-			QNTNCHLS		Nichols ES	Marion 2
76	-es-			QNTPLSNT		Pleasant Grove ES	Marion 3
77	-es-			QNTCNTNR		Rains-Centenary ES	Marion 3
78	-es-			QNTMCCRE		McCormick ES	McCormick
79	-es-			QNTNRVNL		Ravenel ES	Oconee
80	-es- QUARLES	KEASLER		QNTKQRLS		Ravenel ES	Oconee
81	-es-			QNTMRSHL		Marshall ES	Orangeburg 5
82	-es- DAVIS	JACQUELYN	X.	QNTJXDVS		Marshall ES-SCCAT	Orangeburg 5
83	-es- ABLE	MILDRED		QNTMABLE		Brancheville ES	Orangeburg 8
84	-es- FUNCHES	VALERIE		QNTVFNCH		Brancheville ES	Orangeburg 8
85	-es- THOMPSON	JENNIE		QNTJTHMP		Brancheville ES	Orangeburg 8
86	-es-			QNTSXML		Six Mile ES	Pickens
87	-es- GEORGE	CAROL		QNTCGRG		Hood Street ES	RICHLAND
88	-es- JAMES	RANDY		QNTRJMS		Hood Street ES	RICHLAND
89	-es- TONER	TOMMIE		QNTTTNR		Meadowfield ES	Richland
90	-es- BOOTH	PHILLIP		QNTPBTH		Pierce Terrace ES	RICHLAND
91	-es- LOVINGOOD	SARA		QNTSLVNG		Pierce Terrace ES	RICHLAND
92	-es- MCENTIRE	DARLENE		QNTDMCNT		Pierce Terrace ES	RICHLAND
93	-es- TANNER	RICK		QNTRTNNR		Pinckney ES	RICHLAND
94	-es- VAUGHN	HAROLD		QNTHVGN		Pinckney ES	RICHLAND
95	-es- BROWN	LAMAR		QNTLBRON		Pinckney ES	RICHLAND
96	-es- BAKER	JOSH		QNTJBKR		USC-WIN	RICHLAND
97	-es- BLEVINS	ELIZABETH		QNTBLVN		Caughman Rd ES	Richland 1
98	-es- STEELE	JOYCE		QNTJSTL		Horrell Hill ES	Richland 1
99	-es- BARNES	JUDITH		QNTJBRNS		Horrell Hill ES	Richland 1
100	-es- DOLIN	DAVID		QNTDDLN		Horrell Hill ES	Richland 1

NTXXXXX FIELD DIRECTORY 1992-1993: WORKING DRAFT(1 February 1993)

	Last Name	First Name	Middle Name	OSNET Address	Acct #	School Name	District
101	-es- DUVALL	RICHARD		QNTRDVLL		Horrell Hill ES	Richland 1
102	-es- GACEK	TAMRA		QNTTGCK		Horrell Hill ES	Richland 1
103	-es- SATTERWHITE	P		QNTPSSTR		Horrell Hill ES	Richland 1
104	-es-			QNTHTYTP		Hyatt Park ES	Richland 1
105	-es- GRAY	ANDREA		QNTAGRAY		Hyatt Park ES	Richland 1
106	-es- BLACK	DONNA		QNTDBLCK		John P. Thomas ES	Richland 1
107	-es- LEMMON	SUSAN		QNTSLMMN		Meadowfield ES	Richland 1
108	-es- ORTLUND	KATHLEEN		QNTKORTL		Meadowfield ES	Richland 1
109	-es- ROBERTSON	LYNN		QNTLRBRT		Meadowfield ES	Richland 1
110	-es-			QNTRSWDE		Rosewood ES	Richland 1
111	-es- ALLENDORF	STACY		QNTSALLN		Satchel Ford Rd ES	Richland 1
112	-es-			QNTWBBR		Webber ES	Richland 1
113	-es- HERNDON	SUSAN		QNTSHRDN		White Knoll ES	Richland 1
114	-es-			QNTBTHLH		Bethel-Hanberry ES	Richland 2
115	-es-			QNTKEELS		Keels ES	Richland 2
116	-es-			QNTLBNLS		Lonny B. Nelson ES	Richland 2
117	-es- ANDERSON	CLAVIS		QNTCANDS		Nelson ES	Richland 2
118	-es- INABINET	RICHARD		QNTRINBN		Pontiac ES	Richland 2
119	-es- WILLIAMS	SHARON		QNTSWLLM		Pontiac ES	Richland 2
120	-es- OLIVER	FELICIA		QNTFOLVR		James H. Hendrix ES	Spartanburg
121	-es- DOBBINS	PATRICIA	B.	QNTPDDBN		Fingerville-Cooley Springs	Spartanburg 2
122	-es-			QNTCLYSP		Fingerville-Cooley-Springs	Spartanburg 2
123	-es- JAMES	HENDRIX		QNTHNDRX		James H. Hendrix ES	Spartanburg 2
124	-es- WELLS	MARTHA		QNTMWLLS		James H. Hendrix ES	Spartanburg 2
125	-es-			QNTCNNNS		Cannons ES	Spartanburg 3
126	-es- YONCE	LADELLE	J.	QNTLYNC		J. F. Byrnes HS	Spartanburg 5
127	-es- KRISTINIK	JEANIE		QNTJKRST		Lyman ES	Spartanburg 5
128	-es- BROWN	REBECCA		QNTRBRWN		Chapman ES	Spartanburg 7
129	-es- HATCHETT	WAYNE		QNTDHTCH		Jessie Boyd ES	Spartanburg 7
130	-es- GAMBLE	JACKIE		QNTJGMBL		Alice Drive ES	Sumter 17
131	-es- JEFFERSON	ZONA		QNTZJFFR		Alice Drive ES	Sumter 17
132	-es-			QNTLMR		Lemira ES	Sumter 17
133	-es-			QNTJNSVL		Jonesville ES	Union
134	-es- BROCKMAN	VICKIE		QNTVBRCK		Winthrop Writing Project	York 3
135	-es-			QNTFTMLE		Fort Mill ES	York 4

MIDDLE AND JUNIOR HIGH SCHOOLS ON THE SCNET

CUFAN USERNAME
LISTED AS VALID
AS OF
1 DECEMBER 1992

SCHOOL CODE

ES	=	ELEMENTARY SCHOOL
MS	=	MIDDLE OR JUNIOR HIGH SCHOOL
HS	=	HIGH SCHOOL
PS	=	PRIVATE SCHOOL
SS	=	STATE SCHOOL

SORTED BY DISTRICT
/BY EMPLOYER
/BY NAME

NTXXXXX FIELD DIRECTORY 1992-1993: WORKING DRAFT(1 February 1993)

	Last Name	First Name	Middle Name	OSNET Address	Acct #	School Name	District
1	-ms- HUMPHREYS	SUSAN		CNTSHMPH		Langley-Bath-Clearwater MS	Aiken
2	-ms-			CNTNAGST		North Augusta MS	Aiken
3	-ms-			CNTALLND		Allendale-Fairfax MS	Allendale
4	-ms- GOODMAN	LORETTA		CNTLGDMN		Allendale-Fairfax MS	Allendale
5	-ms- MANCINO	JUDY		CNTJMNCN		Palmetto MS	Anderson 1
6	-ms- JOHNSTON	RICK		CNTRJHNS		Southwood MS	Anderson 1
7	-ms- WIGINGTON	JOANN		CNTJWGNG		Wren MS	Anderson 1
8	-ms-			CNTPDNLT		Pendleton JH	Anderson 4
9	-ms-			CNTPDNLT		Pendleton JH	Anderson 4
10	-ms- CARNEY	JOYCE		CNTJCRNY		Pendleton JH	Anderson 4
11	-ms- DIXON	LINDA		CNTLDXN		Pendleton JH	Anderson 4
12	-ms- DYAR	FONDA		CNTFDYAR		Pendleton JH	Anderson 4
13	-ms- PETERS	RANDY		CNTRPTRS		Pendleton JH	Anderson 4
14	-ms- POTTS	RENEE		CNTRPTTS		Pendleton JH	Anderson 4
15	-ms- SHULL	BECKY	PATRICIA	CNTBSHLL		Pendleton JH	Anderson 4
16	-ms- VALENTINE	LEE		CNTLVLNT		Pendleton JH	Anderson 4
17	-ms- ZELLARS	ROBERT		CNTRZLLR		Pendleton JH	Anderson 4
18	-ms-			CNTMCCNT		McCants MS	Anderson 5
19	-ms-			CNTSTHWD		Southwood MS	Anderson 5
20	-ms- BAYNE	MARGARET		CNTPBYN		Denmark-Olar MS	Bamberg 2
21	-ms- BAXLEY	JUDY		CNTJBXLY		Williston-Elko MS	Barnwell 29
22	-ms-			CNTMCCRC		McCracken MS	Beaufort
23	-ms-			CNTHNHNM		Hanahan MS	Berkeley
24	-ms- BARNETTE	ERNEST		CNTEBRNT		Hanahan MS	Berkeley
25	-ms-			CNTMRRNM		Marrington MS	Berkeley
26	-ms- KING	PAM		CNTPKING		Marrington MS	Berkeley
27	-ms- BENNER	GARY		CNTGBNNR		Westside MS	Berkeley
28	-ms-			CNTWSTVW		Westview MS	Berkeley
29	-ms- BRITTAIN	DEBORAH E.		CNTDBRTT		Alice Birney MS	Charleston
30	-ms-			CNTCEWLL		C.E. Williams MS	Charleston
31	-ms-			CNTDRYTN		Drayton Hall MS	Charleston
32	-ms-			CNTMRNNG		Morningside MS	Charleston
33	-ms-			CNTMRNNM		Morningside MS	Charleston
34	-ms- HOLLINSHEAD	KAREN		CNTKHLLN		Norman C Toole MS	Charleston
35	-ms-			CNTSCHRD		R.D. Schroder MS	Charleston
36	-ms- EPHRIAM	ROBERT		CNTRPFR		R.D. Schroeder MS	Charleston
37	-ms-			CNTGRNKD		Granard JH	Cherokee
38	-ms- HOLLAND	JEAN		CNTJHLLN		Granard JH	Cherokee
39	-ms- SARRATT	JAN		CNTJSRRT		J.R. Ewing JH	Cherokee
40	-ms-			CNTGRFTL		Great Falls MS	Chester
41	-ms- GREENLEAF	DANA		CNTDGRNL		Great Falls MS	Chester
42	-ms- HELMS	SUSAN		CNTSHLMS		Great Falls MS	Chester
43	-ms- HOLLADAY	ANNE		CNTAHLLD		Great Falls MS	Chester
44	-ms- MOBLEY	BARBARA		CNTBMBLY		Great Falls MS	Chester
45	-ms- SHORT	DEBRA	CARPENTER	CNTDCRPN		Great Falls MS	Chester
46	-ms- NEAL	NELLE		CNTNNEAL		Great Falls MS-SCCAT	Chester
47	-ms- WERRELL	GRETCHEN		CNTGWRL		Great Falls MS-SCCAT	Chester
48	-ms-			CNTMNGM		Manning MS	Clarendon 2
49	-ms- HARRELL	ELIZABETH		CNTEHRL		Manning MS	Clarendon 2
50	-ms- SHULER	DIANE		CNTDSHLR		Manning MS	Clarendon 2

NTXXXXX FIELD DIRECTORY 1992-1993: WORKING DRAFT(1 February 1993)

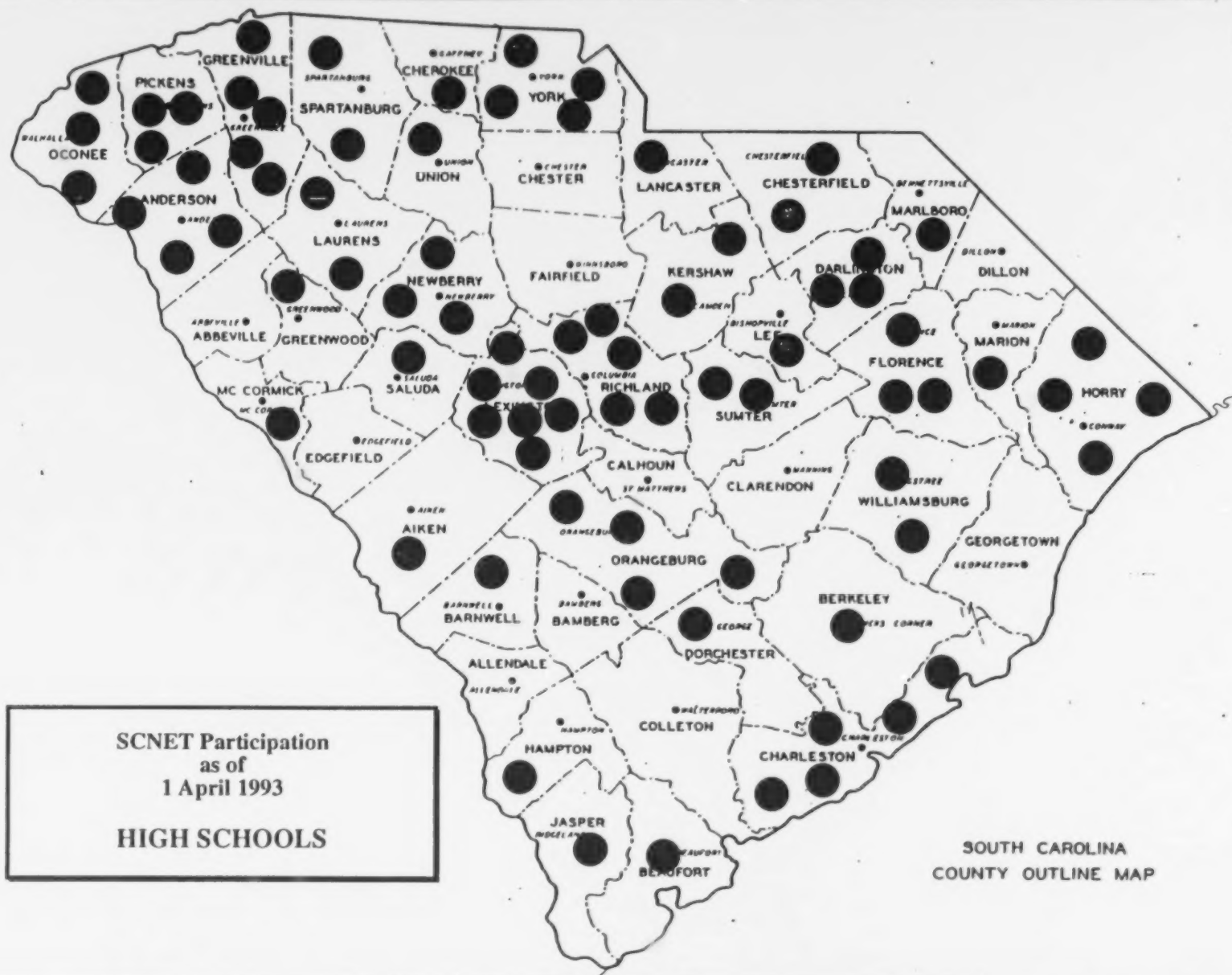
	Last Name	First Name	Middle Name	OSNET Address	Acct #	School Name	District
51	-ms- PEACH	LINDA		QNTLPCH		Spaulding JH-SCCAT	Darlington
52	-ms- WADDELL	SUE		QNTSWDDL		Lakeview MS	Dillon 1
53	-ms- YOHE	PAULA		QNTPYOHE		J.V. Martin JH	Dillon 2
54	-ms-			QNTMRTNJ		Martin JH	Dillon 2
55	-ms-			QNTDBS		Dubose MS	Dorchester 2
56	-ms- WILLIAMS	ANITA	L.	QNTALWLL		Dubose MS	Dorchester 2
57	-ms-			QNTOKBRK		Oakbrook MS	Dorchester 2
58	-ms- ASHLEY	CINDY		QNTCASHL		Oakbrook MS	Dorchester 2
59	-ms-			QNTFRFLD		Fairfield MS	Fairfield
60	-ms- CLEVELAND	LEE		QNTCLLE		Fairfield MS	Fairfield
61	-ms- HILLESTAD	LAUREN		QNTLHLLS		Fairfield MS	Fairfield
62	-ms- AHRENS	DORIS		QNTDAHRN		Fairfield MS-SCCAT	Fairfield
63	-ms-			QNTSTHSM		South side MS	Florence 1
64	-ms-			QNTJHNSN		Johnson MS	Florence 4
65	-ms- BRADLEY	PAT		QNTFBRDL		Beck MS	Georgetown
66	-ms- GREENE	CAROLYN		QNTCGRN		Beck MS	Georgetown
67	-ms- HOOKS	SARA		QNTSHKS		Beck MS	Georgetown
68	-ms-			QNTLKVWM		Lakeview MS	Greenville
69	-ms-			QNTLG		League MS	Greenville
70	-ms- MCLEAN	VICKY		QNTVMCLN		League MS	Greenville
71	-ms- SCHILLER	HELEN		QNTHSCHL		Northwood MS	Greenville
72	-ms-			QNTWDMNT		Woodmont MS	Greenville
73	-ms- SMITH	REX		QNTSRMTH		Woodmont MS	Greenville
74	-ms- ODOM	LOU	AMY	QNTLODOM		Northside JH	Greenwood 50
75	-ms- ROTE	BETTY		QNTBROTE		Estill MS-SCCAT	Hampton 1
76	-ms-			QNTNDSTM		North District MS	Hampton 1
77	-ms- COKER	SHARON		QNTSCKR		North District MS	Hampton 1
78	-ms- DOCTOR	HELEN		QNTHDCTR		North District MS	Hampton 1
79	-ms- THOMPSON	LOIS		QNTLTHMP		North District MS	Hampton 1
80	-ms-			QNTSTLL		Estill MS	Hampton 2
81	-ms- MCKNIGHT	CYNTHIA		QNTCMCKN		Estill MS	Hampton 2
82	-ms-			QNTCNWYM		Conway MS	Horry
83	-ms- BARNHILL	PAM		QNTFBRNH		Conway MS	Horry
84	-ms- BROSKY	MIKE		QNTMBRSK		Conway MS	Horry
85	-ms- DENNIS	JOHN		QNTJDNNS		Conway MS	Horry
86	-ms-			QNTNMYRT		Myrtle Beach MS	Horry
87	-ms- MITCHELL	DAVID		QNTDMTCH		N Myrtle Beach MS	Horry
88	-ms- EDGE	CAROL		QNTCEDGE		North Myrtle Bch MS	Horry
89	-ms-			QNTSCSTM		Socastee MS	Horry
90	-ms- BOYER	KATHRYN		QNTKBYR		Socastee MS	Horry
91	-ms-			QNTSTJMS		St James MS	Horry
92	-ms- EPPS, JR	BILL		QNTBEPPS		St. James MS	Horry
93	-ms-			QNTCMDN		Camden MS	Kershaw
94	-ms-			QNTCMDNM		Camden MS	Kershaw
95	-ms- BRIMMER	MARIA		QNTMBRMM		Camden MS	Kershaw
96	-ms-			QNTLGELM		Lugoff-Elgin MS	Kershaw
97	-ms- BOLAND	CELIA		QNTCBLND		Lugoff-Elgin MS	Kershaw
98	-ms- SMITH	LINDA		QNTLSMTH		Lugoff-Elgin MS	Kershaw
99	-ms-			QNTHCKTV		Hickory Tavern MS	Laurens 55
100	-ms- GUERRY	FRANCES		QNTFGRRY		Hickory Tavern MS	Laurens 55

NTXXXXX FIELD DIRECTORY 1992-1993: WORKING DRAFT(1 February 1993)

	Last Name	First Name	Middle Name	OSNET Address	Acct #	School Name	District
101	-ma-			QNTNRTHS		Northside MS	Lexington 2
102	-ma-	HANCOCK	BONNIE	QNTBHNC		Northside MS	Lexington 2
103	-ma-	HANCOCK	BONNIE B.	QNTBBHNC		Northside MS	Lexington 2
104	-ma-	JONES	DOCLA	QNTDJNS		Northside MS	Lexington 2
105	-ma-			QNTPNRDG		Pine Ridge MS	Lexington 2
106	-ma-	COBB	JIMMIE	QNTJCOBB		Pine Ridge MS	Lexington 2
107	-ma-	JAMISON	VERTELLE	QNTVJMSN		Pine Ridge MS	Lexington 2
108	-ma-	SHEALEY	MARY	QNTMSHLY		Pine Ridge MS	Lexington 2
109	-ma-			QNTCHPN		Chapin MS	Lexington 5
110	-ma-	THIRLWELL	EMMIE	QNTETHRL		Chapin MS	Lexington 5
111	-ma-			QNTIRMO		Irmo/Campus R MS	Lexington 5
112	-ma-			QNTIRMOM		Irmo/Campus I MS	Lexington 5
113	-ma-	PROCTOR	BARBARA	QNTBPRCT		Irmo/Campus I MS	Lexington 5
114	-ma-	BOULWARE	JULIE	QNTJBLWR		Irmo/Campus R MS	Lexington 5
115	-ma-	CIOFFI	JOSEPH	QNTJCFF		Irmo/Campus R MS	Lexington 5
116	-ma-	FEDOR	SUSAN	QNTSFDR		Irmo/Campus R MS	Lexington 5
117	-ma-	JUSTICE	JOAN	QNTJJSTC		Irmo/Campus R MS	Lexington 5
118	-ma-	MAYER	JO	QNTJMYR		Irmo/Campus R MS	Lexington 5
119	-ma-	NEESE	LYNDA	QNTLNS		Irmo/Campus R MS	Lexington 5
120	-ma-	OAKLAND	ELVIRA	QNTOKLN		Irmo/Campus R MS	Lexington 5
121	-ma-	PARKER	LOUISE	QNTLPKR		Irmo/Campus R MS	Lexington 5
122	-ma-	PECK	MICKEY	QNTMPECK		Irmo/Campus R MS	Lexington 5
123	-ma-	PENDARVIS	PHYLLIS	QNTPPNDR		Irmo/Campus R MS	Lexington 5
124	-ma-	PERNEY	CLAUDIN	QNTCPRNY		Irmo/Campus R MS	Lexington 5
125	-ma-	RAY	LISA	QNTLRAY		Irmo/Campus R MS	Lexington 5
126	-ma-	RICE	DIANA	QNTDRICE		Irmo/Campus R MS	Lexington 5
127	-ma-	ROGERSON	LANNIE	QNTLRGRS		Irmo/Campus R MS	Lexington 5
128	-ma-	RUFF	SANDY	QNTSRUFF		Irmo/Campus R MS	Lexington 5
129	-ma-	SLESINGER	BETTY ANN	QNTBASLS		Irmo/Campus R MS	Lexington 5
130	-ma-	SLESINGER	BETTY ANN	QNTBSLSN		Irmo/Campus R MS	Lexington 5
131	-ma-	THOMPSON	KAY	QNTKTHMP		Irmo/Campus R MS	Lexington 5
132	-ma-	VONKOLNITZ	DWIGHT	QNTDVNKL		Irmo/Campus R MS	Lexington 5
133	-ma-	WATSON	MARY	QNTMWTSN		Irmo/Campus R MS	Lexington 5
134	-ma-	WESTMORELAND	MAC	QNTCWSTM		Irmo/Campus R MS	Lexington 5
135	-ma-	WHEELER	PATTI	QNTPWHLR		Irmo/Campus R MS	Lexington 5
136	-ma-	WRIGHT	DONNA	QNTDWRGH		Irmo/Campus R MS	Lexington 5
137	-ma-	LITTLEJOHN	JIM	QNTJLTTL		Irmo/R MS	Lexington #5
138	-ma-	FOWLER	KAY	QNTKFWLR		Marlboro MS	Marlboro
139	-ma-			QNTMCCRM		McCormick MS	McCormick
140	-ma-			QNTMDCL		Mid-Carolina JH	Newberry
141	-ma-	GRAMLING	MARILYN	QNTMGRML		Mid-Carolina MS	Newberry
142	-ma-			QNTBRKDL		Brookdale MS	Orangeburg 5
143	-ma-			QNTCLARK		Clarke MS	Orangeburg 5
144	-ma-			QNTHWRD		Howard MS	Orangeburg 5
145	-ma-			QNTDCSVL		Dacusville JH	Pickens
146	-ma-	BASSETT	RICK	QNTBBSST		Easley JH	Pickens
147	-ma-	LINVILL	NANCY	QNTNLNVL		Edwards JH	Pickens
148	-ma-	REEL	EDMEE	QNTEREEL		Edwards JH	Pickens
149	-ma-	AULD	ELIZABETH	QNTAULD		Crayton MS	Richland 1
150	-ma-	COOPER	ELLEN	QNTFCPR		Crayton MS	Richland 1

NTXXXXX FIELD DIRECTORY 1992-1993: WORKING DRAFT(1 February 1993)

	Last Name	First Name	Middle Name	OSCNET Address	Acct #	School Name	District
151	-ma- GIBSON	LYNETTE		QNTLGBSN		Crayton MS	Richland 1
152	-ma- OWENS	MIKELL		QNTMOWNS		Crayton MS	Richland 1
153	-ma- PRICE	PATRICIA		QNTPPRC		Crayton MS	Richland 1
154	-ma- WILLIAMS	CALVERNETTA		QNTCWLLM		Crayton MS	Richland 1
155	-ma-			QNTHANDM		Hand MS	Richland 1
156	-ma- PARKER	PAUL		QNTPPRKR		Hand MS	Richland 1
157	-ma- EDWARDS	BECKY		QNTBEDWR		Hopkins MS	Richland 1
158	-ma-			QNTPRRYM		W. A. Perry MS	Richland 1
159	-ma- CLARKSON	BARBARA		QNTBCLRK		W.A. Perry MS	Richland 1
160	-ma- MONTGOMERY	NANCY		QNTNMNTG		Willow Lane JH	Richland 1
161	-ma-			QNTSMMP		Summit Parkway MS	Richland 2
162	-ma- ROBERTS	MARGARET		QNTMRBRT		Summit Parkway MS	Richland 2
163	-ma- WILSON	SALLY		QNTSWSON		Summit Parkway MS	Richland 2
164	-ma- CAMPBELL	SARAH		QNTSCMPB		Summitt Parkway MS	Richland 2
165	-ma-			QNTCWPNB		Cowpens JH	Spartanburg 3
166	-ma-			QNTWDLND		Woodland Heights MS	Spartanburg 3
167	-ma- CLARK	FRANK		QNTFCLRK		McCracken JH	Spartanburg 7
168	-ma- O'BRIEN	RACHEL		QNTROBRN		McCracken JH	Spartanburg 7
169	-ma- RICHARDSON	LAURA		QNTLRCHR		McCracken JH	Spartanburg 7
170	-ma- BROWN	SANDY		QNTSBRWN		Whitlock JH	Spartanburg 7
171	-ma- COOK	BARBARA		QNTBCOOK		Whitlock JH	Spartanburg 7
172	-ma-			QNTHAWKS		Alice Drive MS	Sumter 17
173	-ma-			QNTBATES		Bates MS	Sumter 17
174	-ma- HYMAN	ELIZABETH		QNTHEHYN		Ebenezer JH	Sumter 2
175	-ma- MCLENDON	STEPHANIE		QNTSMCLN		High Hills MS	Sumter 2
176	-ma-			QNTSMSJR		Sims JH	Union
177	-ma- BLACKWOOD	KENNY		QNTKBLCK		Sims JH	Union
178	-ma- RAMSAY	BARBARA		QNTBRMSY		Sims JH	Union
179	-ma- ROUSE	GEORGEANNE		QNTGRS		Sims JH	Union
180	-ma- VINSON	DIANE		QNTDVNSN		Sims JH	Union
181	-ma- WATSON	CHERYL	LANE	QNTCWTSN		Kingstree JH	Williamsburg
182	-ma-			QNTSLLVN		Sullivan MS	York
183	-ma-			QNTCLVR		Clover JH	York 2
184	-ma- CLARK	CAROLYN		QNTCCCLRK		Clover JH	York 2
185	-ma- PATE	JUDY		QNTJPATE		Clover JH	York 2
186	-ma- YOUNG	ELAINE		QNTYNG		Clover JH	York 2
187	-ma-			QNTCSTLH		Castle Heights MS	York 3
188	-ma- LAWSON	REBECCA		QNTRLWSN		Castle Heights MS	York 3
189	-ma- STEELE	JODY	C.	QNTJCSTL		Castle Heights MS	York 3
190	-ma-			QNTRWLNS		Rawlinson Road MS	York 3
191	-ma- ROBERTS	ELAINE		QNTBRRT		Rawlinson Road MS	York 3
192	-ma- VAUGHN	POLLI		QNTPVGHN		Rawlinson Road MS	York 3
193	-ma- FOSTER	ANN		QNTAFSTR		Sullivan MS	York 3
194	-ma- STATON	SUSAN		QNTSSTN		Sullivan MS	York 3
195	-ma-			QNTFTMLM		Fort Mill MS	York 4



SOUTH CAROLINA DEPT. OF HIGHWAYS AND PUBLIC TRANS.

8-21-78

HIGH SCHOOLS ON THE SCNET

CUFAN USERNAMES
LISTED AS VALID
AS OF
1 DECEMBER 1992

SCHOOL CODE

ES	=	ELEMENTARY SCHOOL
MS	=	MIDDLE OR JUNIOR HIGH SCHOOL
HS	=	HIGH SCHOOL
PS	=	PRIVATE SCHOOL
SS	=	STATE SCHOOL

SORTED BY DISTRICT
/BY EMPLOYER
/BY NAME

NTXXXXX FIELD DIRECTORY 1992-1993: WORKING DRAFT(1 February 1993)

	Last Name	First Name	Middle Name	O SCNET Address	Acct #	School Name	District
1	-hs-			QNTAIKEN		South Aiken HS	Aiken
2	-hs-			QNTSAKN		South Aiken HS	Aiken
3	-hs-	BROCKINGTON	CELESTE	QNTCBCK		South Aiken HS	Aiken
4	-hs-	BROOKS	DOROTHY	QNTDBRKS		South Aiken HS	Aiken
5	-hs-	BROWN	KATHERINE	QNTKBRWN		South Aiken HS	Aiken
6	-hs-	LANHAM	WILLIE	QNTWLNHM		South Aiken HS	Aiken
7	-hs-	KENTOPP	TIM	QNTTKNTP		Allendale-Fairfax HS	Allendale
8	-hs-	TURNER	MADELYN RUTH	QNTMRTRN		Palmetto HS	Anderson 1
9	-hs-	ALVERSON	JAMES	QNTJALVR		Belton-Honea Path HS	Anderson 2
10	-hs-	ASHLEY	JULIA	QNTJASHL		Belton-Honea Path HS	Anderson 2
11	-hs-	EAVES	GLORIA	QNTGEVS		Belton-Honea Path HS	Anderson 2
12	-hs-	SCOTT	BILL	QNTBSCTT		Belton-Honea Path HS	Anderson 2
13	-hs-			QNTMCDF		McDuffie HS	Anderson 5
14	-hs-	PATTERSON	PAMELA	QNTPTTR		Westside HS	Anderson 5
15	-hs-	WIMBERLY	SALLY	QNTSWMBR		Westside HS	Anderson 5
16	-hs-	DONELAN	ELIZABETH	QNTEDNLN		Bamberg-Ehrhardt HS	Bamberg
17	-hs-			QNTBMBRG		Bamberg-Ehrhardt HS	Bamberg 1
18	-hs-			QNTDNMRK		Denmark-Olar HS	Bamberg 2
19	-hs-	WILSON	BETTY	QNTBWLSN		Denmark-Olar HS	Bamberg 2
20	-hs-	RICHARDSON	LOU	QNTLMRCH		Barnwell HS	Barnwell
21	-hs-	ZIDLICK	PAULINE	QNTFZDLC		Barnwell HS	Barnwell 45
22	-hs-	MUNN	MARY ANN	QNTMMUNN		Battery Creek HS	Beaufort
23	-hs-			QNTCROSS		Cross HS	Berkeley
24	-hs-	BRYANT	PAULINE	QNTPBRYN		Cross HS	Berkeley
25	-hs-			QNTLNCLN		Lincoln HS	Charleston
26	-hs-	BOLGER	BARBARA	QNTBBLGR		Lincoln HS	Charleston
27	-hs-			NTMDDL		Middleton HS	Charleston
28	-hs-			QNTSTAND		St. Andrews HS	Charleston
29	-hs-	SINK	JEANNE	QNTJSINK		St. Andrews HS	Charleston
30	-hs-			QNTSTJHN		St. Johns HS	Charleston
31	-hs-	BUNCOMB	FRANCENA	QNTFBNCM		St. Johns HS	Charleston
32	-hs-	HAWKINS	GRETA	QNTGHWKN		St. Johns HS	Charleston
33	-hs-	HAYES	GAIL	QNTGHYS		St. Johns HS	Charleston
34	-hs-	HARDER	JOYCE	QNTJHRDR		Wando HS	Charleston
35	-hs-			QNTCNTRL		Central HS	Chesterfield
36	-hs-			QNTCNTRH		Central HS	Chesterfield
37	-hs-	BELCHER	KATHERINE	QNTKBLCH		Central HS	Chesterfield
38	-hs-	EVANS	DAVID	QNTDEVNS		Cheraw HS	Chesterfield
39	-hs-	SCHUMACHER	ROSE ETTA	QNTRSCHM		Chesterfield HS	Chesterfield
40	-hs-	ADERHOLD	LEIGH	QNTLADRH		Governor's School HS	DARLINGTON
41	-hs-	ALEXANDER	WILLIAM	QNTWALXN		Governor's School HS	DARLINGTON
42	-hs-	BROW	BILL	QNTBBROW		Governor's School HS	DARLINGTON
43	-hs-	COKER	MARY	QNTMCKR		Governor's School HS	DARLINGTON
44	-hs-	COLEMAN	IKE	QNTICLMN		Governor's School HS	DARLINGTON
45	-hs-	COLEMAN	IKE	QNTACLMN		Governor's School HS	DARLINGTON
46	-hs-	COX	LELAND	QNTLCOX		Governor's School HS	DARLINGTON
47	-hs-	HENDRICK	CARLANNA	QNTCHNDR		Governor's School HS	DARLINGTON
48	-hs-	HUNTLEY	WILL	QNTWHNTL		Governor's School HS	DARLINGTON
49	-hs-	JOHNSON	BEVERLY	QNTBJHNS		Governor's School HS	DARLINGTON
50	-hs-	KATTER	BUD	QNTBKTR		Governor's School HS	DARLINGTON

NTXXXXX FIELD DIRECTORY 1992-1993: WORKING DRAFT(1 February 1993)

	Last Name	First Name	Middle Name	OSNET Address	Acct #	School Name	District
51	-hs- KELLAM	KATHERINE		QNTKKLLM		Governor's School HS	DARLINGTON
52	-hs- LATHAM	DEN		QNTDLTHM		Governor's School HS	DARLINGTON
53	-hs- LYNN	FRED		QNTFLYNN		Governor's School HS	DARLINGTON
54	-hs- MITCHENER	JOE		QNTJMTCH		Governor's School HS	DARLINGTON
55	-hs- MZOGHI	TAHA		QNTTMZGH		Governor's School HS	DARLINGTON
56	-hs- NIMS	FRED		QNTFNIMS		Governor's School HS	DARLINGTON
57	-hs- RADCLIFFE	WAYNE		QNTWRDCL		Governor's School HS	DARLINGTON
58	-hs- SHERLOCK	MARY		QNTMSHRL		Governor's School HS	DARLINGTON
59	-hs- SMITH	CLYDE		QNTCSMTH		Governor's School HS	DARLINGTON
60	-hs- SQUILLANTE	ART		QNTASQLL		Governor's School HS	DARLINGTON
61	-hs- SWALLOW	DICK		QNTDSWLL		Governor's School HS	DARLINGTON
62	-hs- TROWELL	BOB		QNTBTRWL		Governor's School HS	DARLINGTON
63	-hs- WINBURN	CAROLYN		QNTCWNDR		Governor's School HS	DARLINGTON
64	-hs- YARBOROUGH	JUDY		QNTJYRBR		Governor's School HS	DARLINGTON
65	-hs- POOLE	CATHY		QNTCPPL		Mayo HS	Darlington
66	-hs- ECKHARDT	RHONDA		QNTRECKH		St. Johns HS	Darlington
67	-hs- JONES	EDWARD		QNTSJNS		St. Johns HS	Darlington
68	-hs- MIDDLETON	MARGARET		QNTMMDDL		St. Johns HS	Darlington
69	-hs- ROBBINS	CLAUDIA		QNTCRBBN		St. Johns HS	Darlington
70	-hs-			QNTSTGRG		St. George HS	Dorchester 4
71	-hs- SMITH	REGINA	M	QNTSMSMT		St. George HS	Dorchester 4
72	-hs- TOWNSEND	NANCY		QNTNTWNS		Wilson HS	Florence 1
73	-hs-			QNTJHNVL		Johnsonville HS	Florence 4
74	-hs-			QNTTMMNS		Timmonsville HS	Florence 4
75	-hs- CASH	TERRY		QNTTCASH		Andrews HS	Georgetown
76	-hs- DILLARD	ALLISON		QNTADLLR		Andrews HS	Georgetown
77	-hs- DUNN	JIM		QNTJDUNN		Andrews HS	Georgetown
78	-hs- FEINBERG	LYNN		QNTLFNBR		Andrews HS	Georgetown
79	-hs- HUTTO	MARTY		QNTMHTT		Andrews HS	Georgetown
80	-hs- KNOWLIN	DORIS		QNTDKNWL		Andrews HS	Georgetown
81	-hs- LAMBERT	PENNY		QNTPLMBR		Andrews HS	Georgetown
82	-hs- SOLOMON	PAUL		QNTPLSMN		Andrews HS	Georgetown
83	-hs- STRICKLAND	SHARON		QNTSSTRC		Andrews HS	Georgetown
84	-hs- TAYLOR	CYNTHIA		QNTCTYLR		Andrews HS	Georgetown
85	-hs-			QNTHGGT		Georgetown HS	Georgetown
86	-hs-			QNTHGGG		Grand Strand HS	Georgetown
87	-hs-			QNTGRNVL		Greenville HS	Greenville
88	-hs- PITTMAN	DOROTHY		QNTDPTTM		Greenville HS	Greenville
89	-hs- HENDERSON	MARIE	M.	QNTMHNDR		Hillcrest HS	Greenville
90	-hs-			QNTJLMNN		J. L. Mann HS	Greenville
91	-hs- KENNEDY	DONNA		QNTDKNND		J.L. Mann HS	Greenville
92	-hs-			QNTRVSDH		Riverside HS	Greenville
93	-hs- MASSEY	JAN		QNTJMSSY		Riverside HS	Greenville
94	-hs- SALTERS	SUZANNE		QNTSSLTR		Riverside HS	Greenville
95	-hs-			QNTSTHSH		Southside HS	Greenville
96	-hs- ERVIN	DIANE		QNTDERVN		Southside HS	Greenville
97	-hs- RIDINGS	DOMER		QNTDRDNG		Greenwood HS	Greenwood 50
98	-hs- RIDINGS	JACKIE		QNTJRDNG		Greenwood HS	Greenwood 50
99	-hs- SPANN	HENRY		QNTHSPNN		Greenwood HS	Greenwood 50
100	-hs- BUCKNER	CARRIE		QNTCBCKN		Estill HS	Hampton 1

NTXXXXX FIELD DIRECTORY 1992-1993: WORKING DRAFT(1 February 1993)

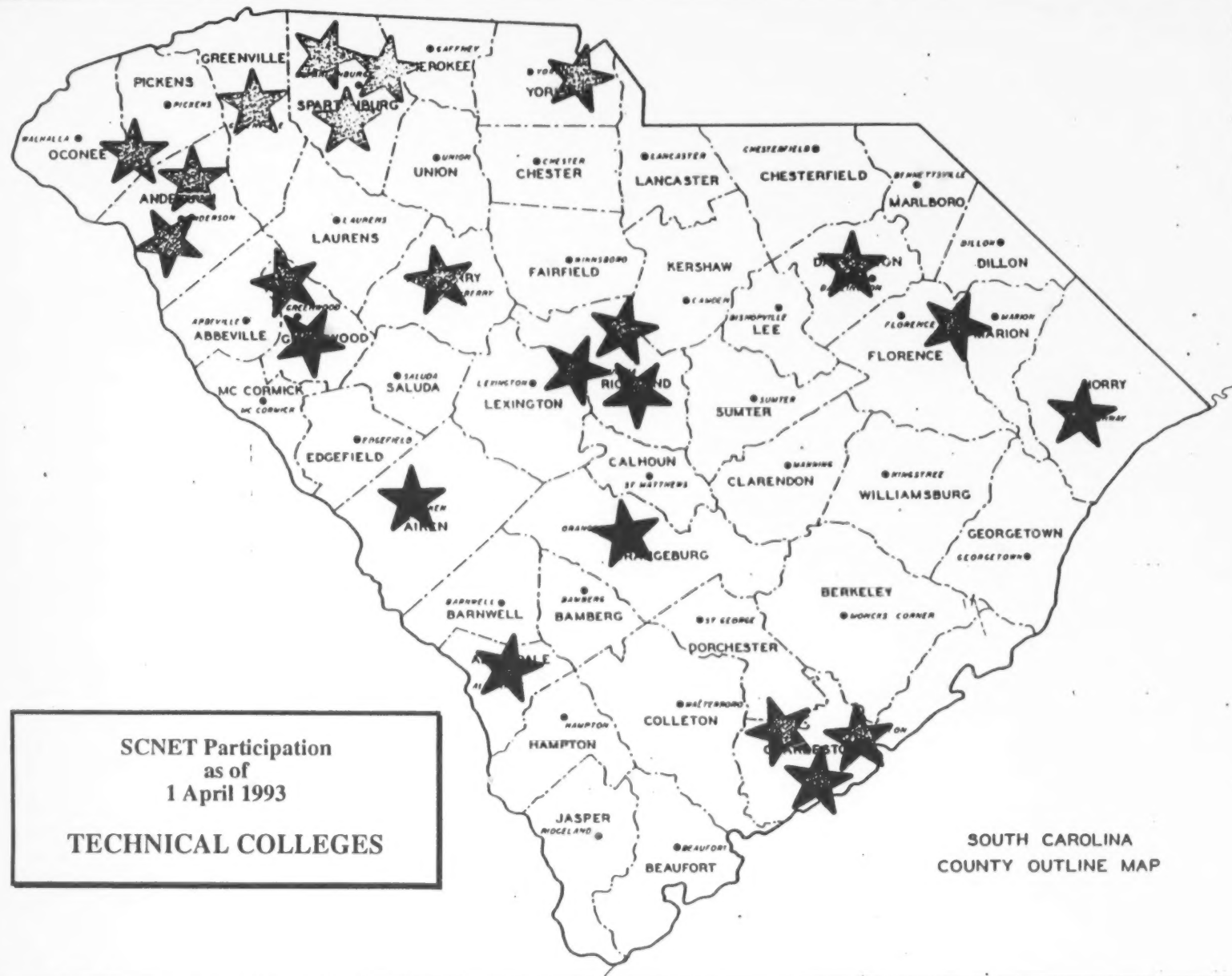
	Last Name	First Name	Middle Name	OSCNET Address	Acct #	School Name	District
101	-hs- DOBSON	WILLA		QNTWDBSN		Estill HS	Hampton 1
102	-hs- SUMTER	MYRTLE		QNTMSMTR		Estill HS	Hampton 1
103	-hs-			QNTHGCSN		Conway HS	Horry
104	-hs- PROVEAUX	FREDI		QNTFPRVX		Conway HS	Horry
105	-hs- ANDERSON	LINDA	T.	QNTLTAND		Green Sea Floyd HS	Horry
106	-hs- ANDERSON	LINDA		QNTLANDR		Green Sea Floyd HS	Horry
107	-hs- BRYANT	EDITH		QNTBRYN		Green Sea Floyd HS	Horry
108	-hs- ENZOR	LUTHER		QNTLENZR		Green Sea Floyd HS	Horry
109	-hs- HAYES	MARCIA		QNTMHYS		Green Sea Floyd HS	Horry
110	-hs- LOVETT	SHERRY		QNTSLVTT		Green Sea Floyd HS	Horry
111	-hs- MCPHERSON	RODNEY		QNTRMCPH		Green Sea Floyd HS	Horry
112	-hs- NEAL	LINDA		QNTLNEAL		Green Sea Floyd HS	Horry
113	-hs- RICKETTS	DARRELL		QNTDRCKT		Green Sea Floyd HS	Horry
114	-hs- STRICKLAND	TEXFORD		QNTTSTRC		Green Sea Floyd HS	Horry
115	-hs- TURNER	CAROLYN		QNTCTRNR		Green Sea Floyd HS	Horry
116	-hs-			QNTGRNSF		Green Sea Floyds HS	Horry
117	-hs- BELL	DAVID		QNTDBELL		Myrtle Beach HS	Horry
118	-hs- BELLAMY	PEGGY		QNTPBLLM		Myrtle Beach HS	Horry
119	-hs-			QNTSCSTH		Socastee HS	Horry
120	-hs- EDMUNDS	DON		QNTDEDMN		Socastee HS	Horry
121	-hs- GOGGANS	BARBARA		QNTBGGGN		Socastee HS	Horry
122	-hs- HOWARD	CARRIE	R.	QNTCHWRD		Jasper HS	Jasper
123	-hs- MANIGO	KATHERINE		QNTKMNG		Jasper HS	Jasper
124	-hs-			QNTLGELH		Lugoff-Elgin HS	Kershaw
125	-hs- LOSTETTER	MARY		QNTMLSTT		Lugoff-Elgin HS	Kershaw
126	-hs- WILSON	KELLY		QNTKWLSN		Lugoff-Elgin HS	Kershaw
127	-hs-			QNTNCNTH		North Central HS	Kershaw
128	-hs- SINK	JUDY		QNTJSNK		North Central HS	Kershaw
129	-hs- LORICK	BETTY		QNTBLRCK		Lexington HS	Lexington 1
130	-hs-			QNTAJCKS		Andrew Jackson HS	Lancaster
131	-hs- TWEITO	ROBBIE		QNTRTWT		Andrew Jackson HS	Lancaster
132	-hs- HAMMETT	JANE		QNTJHMMT		Clinton HS	Laurens 56
133	-hs- HILTON	CATHY		QNTCHLTN		Clinton HS	Laurens 56
134	-hs- PEARSON	BETTIE		QNTBPRSN		Mt. Pleasant HS	Lee
135	-hs-			QNTGLBRH		Gilbert HS	Lexington 1
136	-hs- AMAKER	NANCY		QNTNAMKR		Gilbert HS	Lexington 1
137	-hs- EPPS	MYRA		QNTMEPPS		Gilbert HS	Lexington 1
138	-hs- KAPADIA	WENDY		QNTWKPD		Gilbert HS	Lexington 1
139	-hs-			QNTLXNGT		Lexington HS	Lexington 1
140	-hs- POOLE	BRENDA		QNTBPL		Lexington HS	Lexington 1
141	-hs- STEELMAN	DIANE		QNTDSTLM		Lexington HS	Lexington 1
142	-hs-			QNTARPT		Airport HS	Lexington 2
143	-hs- CHENAULT	JANE		QNTJCHNL		Airport HS	Lexington 2
144	-hs- COBB	DAVID		QNTDCOBB		Airport HS	Lexington 2
145	-hs- RICHBOURG	CONNIE		QNTCRCHB		Airport HS	Lexington 2
146	-hs- DERRICK	NOREEN		QNTNDRRC		Brooklyn-Cayce HS	Lexington 2
147	-hs- HINTON	LENDY		QNTLHNTN		Brooklyn-Cayce HS	Lexington 2
148	-hs- WHETSTONE	ANGELA		QNTAWHTS		Brooklyn-Cayce HS	Lexington 2
149	-hs-			QNTSWNS		Swansea HS	Lexington 4
150	-hs-			QNTCHPNH		Chapin HS	Lexington 5

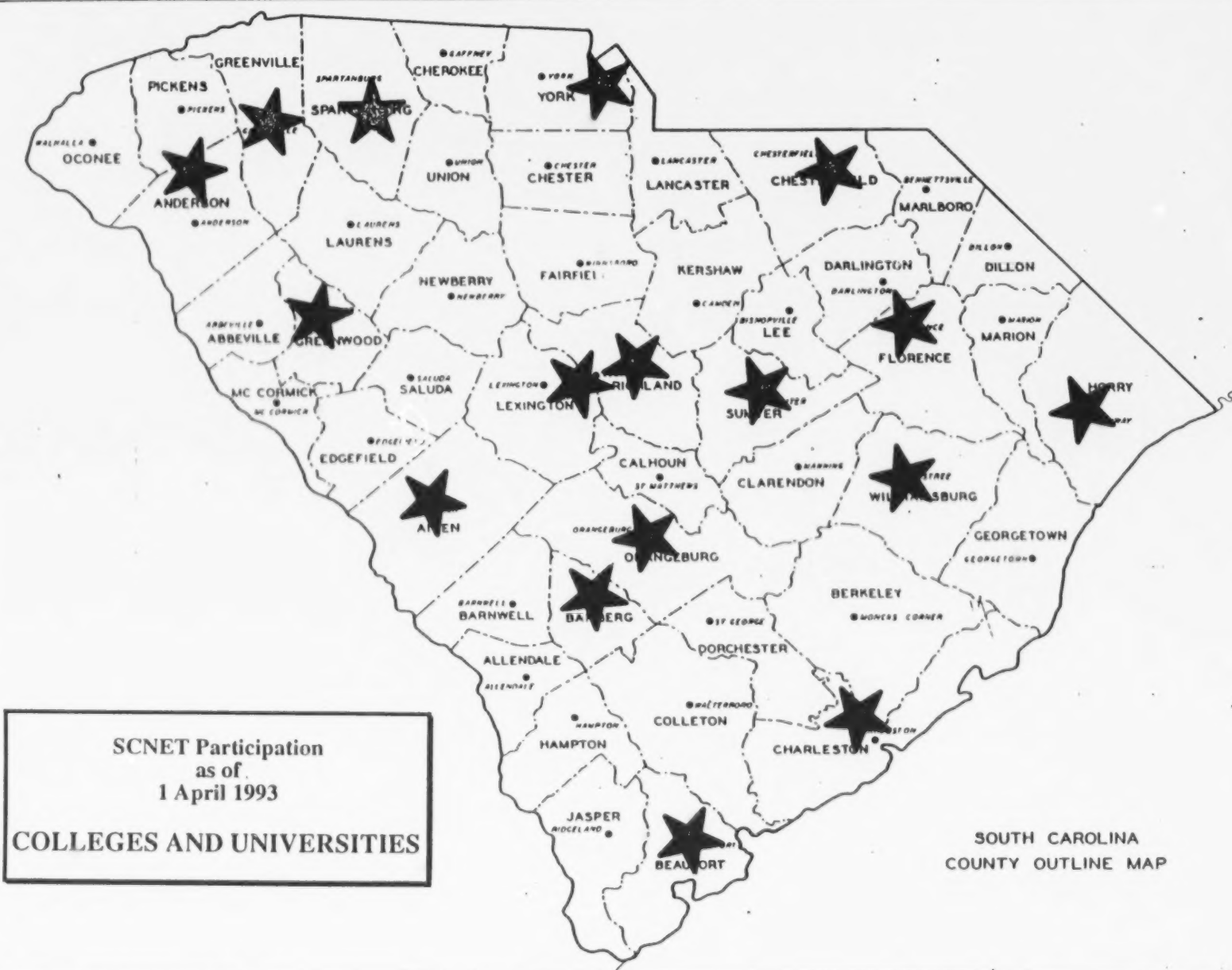
NTXXXXX FIELD DIRECTORY 1992-1993: WORKING DRAFT(1 February 1993)

	Last Name	First Name	Middle Name	OSNET Address	Acct #	School Name	District
151	-hs- ANDERSON	JOHN C.		CNTJANDR		Chapin HS	Lexington 5
152	-hs- CARSWELL	ELIZABETH		CNTECRSW		Chapin HS	Lexington 5
153	-hs- OLIVER	JESSICA		CNTJOLLY		Dutch Fork HS	Lexington 5
154	-hs-			CNTIRMOH		Irmo HS	Lexington 5
155	-hs- CONNOR	LINDA		CNTLCNNR		Irmo HS	Lexington 5
156	-hs- GEORGE	GLENDA		CNTGGRG		Irmo HS	Lexington 5
157	-hs- SUTTON	ANN		CNTASTTN		Irmo HS	Lexington 5
158	-hs- WILDER	CHARLOTTE		CNTCWLDR		Irmo HS	Lexington 5
159	-hs-			CNTTRRL		Terrell's Bay HS	Marion 3
160	-hs- HINSON	EUGENE III	G.	CNTEHNSN		Terrell's Bay HS	Marion 3
161	-hs- MALICHI	VIRGINIA		CNTVMLCH		Marlboro HS	Marlboro
162	-hs-			CNTMCCRH		McCormick HS	McCormick
163	-hs- HARSHA	RONALD		CNTRHRSH		Whitmire HS	Newberry
164	-hs-			CNTMDCRH		Mid-Carolina HS	Newberry
165	-hs-			CNTNWBR		Newberry HS	Newberry
166	-hs- ADAMS	PATRICIA		CNTPADMS		Newberry HS	Newberry
167	-hs- FULMER	OLIVIA		CNTOFLMR		Newberry HS	Newberry
168	-hs- GRIFFIN	EARL		CNTEGRFF		Newberry HS	Newberry
169	-hs- SHEALY	DELL		CNTDSHLY		Newberry HS	Newberry
170	-hs- WILSON	STEVE		CNTSWLSN		Newberry HS	Newberry
171	-hs-			CNTWHTMR		Whitemire HS	Newberry
172	-hs- DUNLAP	HARRY		CNTHDNL		Tamassee-Salem HS	Oconee
173	-hs- EDMINSTER	LAURIE		CNTLEDMN		Walhalla HS	Oconee
174	-hs-			CNTWSTOK		West Oak HS	Oconee
175	-hs- HUGGINS	GIL		CNTGHGGN		West Oak HS	Oconee
176	-hs- BARNWELL	KIMBERLY		CNTKBRNW		Bowman HS	Orangeburg 2
177	-hs- BROWN	BENNIE		CNTBBRWN		Bowman HS	Orangeburg 2
178	-hs- CARSON	IDELLA		CNTICRSN		Bowman HS	Orangeburg 2
179	-hs- CORWIN	JODY		CNTJCRWN		Bowman HS	Orangeburg 2
180	-hs- HOPKINS	MARGARET		CNTMHPKN		Bowman HS	Orangeburg 2
181	-hs- TRIPLETT	PAULETTE		CNTPTRPL		Bowman HS	Orangeburg 2
182	-hs- ROBINSON	SYLVIA		CNTSRBNS		Hunter-Tyler-Kinard HS	Orangeburg 2
183	-hs- ANDERSON	SHARON		CNTSANDR		Orangeburg-Wilkinson HS	Orangeburg 5
184	-hs- CORSI	PHIL		CNTPCRS		Orangeburg-Wilkinson HS	Orangeburg 5
185	-hs- GOODWIN	GERALDINE		CNTGGDWN		Orangeburg-Wilkinson HS	Orangeburg 5
186	-hs- TILL	SUSAN		CNTSTILL		Orangeburg-Wilkinson HS	Orangeburg 5
187	-hs- TRAYWICK	CILE		CNTCTRYW		Orangeburg-Wilkinson HS	Orangeburg 5
188	-hs-			CNTBRNCH		Brancheville HS	Orangeburg 8
189	-hs- BRIGHT	STARR		CNTSBRGH		Brancheville HS	Orangeburg 8
190	-hs- WILSON	BONNIE	JARRELL	CNTBJRRL		Branchville HS	Orangeburg 8
191	-hs- BUTLER	MARY	HARRISON	CNTMBTLR		Branchville HS-SCCAT	Orangeburg 8
192	-hs- MCGRIFF	LILLIE		CNTLMCGR		Branchville HS-SCCAT	Orangeburg 8
193	-hs- OTT	TONI		CNTTOTT		Branchville HS-SCCAT	Orangeburg 8
194	-hs- FOSTER	JACQUELINE		CNTJFSTR		Daniel HS	Pickens
195	-hs- NEWTON	HELEN		CNTHNWTN		Daniel HS	Pickens
196	-hs- GRANT	KEN		CNTKGRNT		Liberty HS	Pickens
197	-hs- EDNEY	CYNTHIA		CNTCEDNY		C.A. Johnson HS	Richland 1
198	-hs- KAMINSKI	KAREN		CNTKKMNS		Dreher HS	Richland 1
199	-hs-			CNTECLR		Eau Clair HS	Richland 1
200	-hs- ROACH	BARBARA		CNTBRCH		Eau Clair HS	Richland 1

NTXXXXX FIELD DIRECTORY 1992-1993: WORKING DRAFT(1 February 1993)

	Last Name	First Name	Middle Name	OSCNET Address	Acct #	School Name	District
201	-hs- THOMPSON	IDA		QNTITHMP		Eau Claire HS	Richland 1
202	-hs-			QNTRCHLN		Richland Northeast HS	Richland 2
203	-hs- KING	EVLYN		QNTKEKING		Richland Northeast HS	Richland 2
204	-hs- STROM	NANCY		QNTNSTRM		Richland Northeast HS	Richland 2
205	-hs- TIMMONS	JUDY		QNTJTMMN		Richland Northeast HS	Richland 2
206	-hs- JACKSON	LAURA		QNTLJCKS		Spring Valley HS	Richland 2
207	-hs-			QNTSLDH		Saluda HS	Saluda
208	-hs- CALDWELL	GLORIA		QNTGCLDW		Saluda HS	Saluda
209	-hs- HARDIN	SCARLET		QNTCHRDN		Saluda HS	Saluda
210	-hs- MINICK	DEBORAH		QNTDMNCK		Saluda HS	Saluda
211	-hs- BLANTON	CARMEN		QNTCBLNT		Broome HS	Spartanburg 3
212	-hs- GORMAN	BUNNY		QNTBGRMN		Sumter HS	Sumter 17
213	-hs- GORMAN	PATRICIA		QNTPGRMN		Sumter HS	Sumter 17
214	-hs- DAVIS	JACQUELYN	F.	QNTJFDVS		Mayewood HS	Sumter 2
215	-hs- DAVIS	PAUL		QNTPDVS		Union HS	Union
216	-hs- GLENN	PAUL		QNTPLNN		Union HS	Union
217	-hs- HAMMETT	DANNA		QNTDHMMT		Union HS	Union
218	-hs- JORDAN	BEVERLY		QNTBJRDN		Union HS	Union
219	-hs- LANGLEY	CINDY		QNTCLNGL		Union HS	Union
220	-hs- MASON	LARRY		QNTLMSN		Union HS	Union
221	-hs- RISER	CAROL	ANN	QNTCRSR		Union HS	Union
222	-hs- TURNER	SYLVIA		QNTSTRNR		Union HS	Union
223	-hs- WHITE	CHARLOTTE		QNTCWHIT		Union HS	Union
224	-hs-			QNTHMNGW		Hemingway HS	Williamsburg
225	-hs- COLEMAN	JEFFREY		QNTJCLMN		Hemingway HS	Williamsburg
226	-hs- BEAVERS	JOHNNY		QNTJBVRS		Kingstree HS	Williamsburg
227	-hs-			QNTNWSTR		Northwestern HS	York
228	-hs- COBURN	BRYAN		QNTBCBRN		Northwestern HS	York
229	-hs-			QNTYORKH		York Comprehensive HS	York 1
230	-hs- ADKINS	POLLY		QNTPADKN		York Comprehensive HS	York 1
231	-hs- GOOD	WILLIAM		QNTWGOOD		York Comprehensive HS	York 1
232	-hs-			QNTCKHL		Rock Hill HS	York 3
233	-hs- HOUGH	PAULA		QNTPHGH		Rock Hill HS	York 3
234	-hs- MCDONALD	DORIS		QNTDMCDN		Rock Hill HS	York 3
235	-hs-			QNTFTMLL		Fort Mill HS	York 4
236	-hs- SETTLEMYRE	NORMA		QNTNSTTL		Fort Mill HS	York 4





SOUTH CAROLINA DEPT. OF HIGHWAYS AND PUBLIC TRANS.

S-21-79

**SCASL Network Representatives for 1992-1993
SCNET Addresses for ACCT #30318379**

Name	!	Username	School	Phone
Bayne, Margaret (Peggy)		NTPBYN		
Bellamy, Peggy		NTPBLLM		
Demos, Helen S. (Nitsa)		NTNDMS		
Edwards, Rachel (Gin-G)		NTGEDWR		
Hancock, Bonnie B.		NTBBHNC		
Humphreys, Susan		NTSHMPH		
Kerr, Harriette (Bunny)		NTBKERR		
Mahoney, Janice		NTJMHNY		
Malichi, Virginia		NTVMLCH		
Munn, Mary Ann		NTMMUNN		
Odum, Lou Amye		NTLODOM		
Page, Judy	?	NTJPATE		
Reeder, Nancy P.		NTNPRDR		
Wimberly, Sara H. (Sally)		NTSWMBR		
Yonce, LaDelle J.		NTLYNC		
SC Association of School Librarians Executive Board Members for 1992-1993 SCNET Addresses for Account Number C0318379				
SCASL		NTSCLBR		
Ashburn, Frannie		NTFASHB		
Bartone, Linda		NTLBRTN		
Bell, David		NTDBELL		
Blanchard, Laura		NTLBLNC		
Chinault, Jane		NTJCHNL		
Blanton, Carmen		NTCBLNT		
Carver, Anne		NTACRVR		
Cobb, David		NTDCOBB		
Coleman, Debby		NTDCLMN		
Daniels, Amy		NTADNLS		
Demos, Nitsa		NTNDMS		
Edge, Carol		NTCEDGE		
Ervin, Diane		NTDERVN		
Hanna, Peggy		NTPHNN		
Hinton, Lendy		NTLHNTN		
Jackson, Laura		NTLJCKS		
Montgomery, Nancy		NTNMNTG		
Raines, Drucie		NTDRNS		
Ridings, Jackie		NTJRDNG		
Ritoch, Cindy		NTCRTCH		
Roumillat, Judy		NTJRMLL		
Sarratt, Jan		NTJSRRT		
Smith, Betty Anne		NTBSMTH		
Staton, Susan		NTSSTTN		
White, Ann		NTAWHT		
Yohe, Paula		NTPYOHE		
1991-1992 Board Members				
Barron, Lynn		NTLBRRN		

USC College of Education CUFAN Account CO318319 Group DEPT0318,Expenditure Acct #1-36-6109-71-0000				
Notation key: O=Awaiting action by CUFAN Ø=activated w/ password,mail,notes setup(SCNET=Initial Password) ! = Actively sending and receiving messages				
BellSouth Scholars				
Name	!	Username	School	Phone
Anderson, Clavis	Ø	NTCANDS	Nelson Elementary	736-8780:w 736-9903:h
Brown, Lamar	Ø	NTLBRON	Pinkney Elementary	787-6815:w 779-5917:h
DuVall, Rick	Ø	NTRDVLL	Horrell Hill Elementary	783-5545:w
Gray, Andrea	Ø	NTAGRAY	Hyatt Park Elementary	735-3421:w 254-8727:h
Herndon, Susan	Ø	NTSHRDN	White Knoll Elementary	957-7700 359-2973:H
James, Randy	O	NTRJAMS	Hood St Elementary	787-8266:w
Lemmon, Susan	Ø	NTSLMMN	Meadowfield Elementary	783-5549:w
Williams, Calvernetta	O	NTCWLLM	Crayton Middle	738-7224 256-3162:h
Williams, Sharon	O	NTSWLLM	Pontiac Elementary	736-3126:w 736-3126:h
Wilson, Sally	Ø	NTSWSON	Summit Parkway Middle	699-3580:w 736-9079:h
USC-College of Education				
Name	!	Username	School	Phone
Sondra Wieland	Ø	NTSWLND	Secondary Education	777-2922:w
Busching, Beverly	Ø	NTBBUSH	Elementary Education	777-6400:w
Dickey, Ed	Ø	NTEDICK	Math Education	777-6235:w
Ebert, Chris	Ø	NTCEBRT	Science Education Director:BS Scholars	777-6400:w 699-9057:h
Kuhs, Teri	Ø	NTTKUHS	Math Education	777-6235:w
McKenzie, Dannie	Ø	NTDMCKN	Science Education	777-4868:w
Scannell, Dale	Ø	NTDSCNL	Education	777-2922:w
Winecoff, Sandra	Ø	NTSWNCF	Education	777-6400:w
Wissick, Cheryl	!	NTCWSSC	Ed Tech Center	777-8859:w
USC-College of Engineering				
Name	!	Username	School	Phone
Dickerson, John	Ø	NTJDCKR	Engineering	777-8184:w
Hilborn, Sam	Ø	NTSHLBR	Engineering	777-2722:w
Weidner, John	Ø	NTJWDNR	Engineering	777-3207:w
Commission on Higher Education				
Name	!	Username	School	Phone
Woodfaulk, Karen	O	NTKWDFL	Commission on Higher Education	531-3880:w
Technical and Programmatic Assistance				
Name	!	Username	School	Phone
Oliver, Kemble	!	SCNET	USC-English	777-5992:w 781-6980:h

Additional PDS Members on Account CO318319				
College of Education Faculty Members				
Name	I	Username	School	Phone
Dozier, Terri	Ø	NTTDZR	USC-Education	
Dubay, Tracy	I	NTTDBY	USC-Education	
Kemper, Richard	Ø	NTRKMPR	USC-Education	
Winecoff, H. Larry	Ø	NTLWNCF	USC-Education	777-3084:w 777-3068:fax
USC-Professional Development School Participants				
Name	I	Username	School	Phone
	O	NTHYTP	Hyatt Park Elementary	735-3421:w
	O	NTSMMP	Summit Prkwy Middle	699-3580:w
Ash, Rhonda	O	NTRASH		
Auld, Elizabeth	O	NTEAULD	Crayton Middle	738-7224
Barnes, Judith	O	NTJBRNS	Horrell Hill Elementary	783-5545
Boehler, Deborah	O	NTDBHLR		
Booth, Phillip	O	NTPBTH	Pierce Terrace Elem	782-1772
Campbell, Sarah	O	NTSCMPB	Summit Prkwy Middle	699-3580
Campbell, Terry	O	NTTCMPB		
Carlton, Julia R.	O	NTJCRLT		
Catoe, Sally	O	NTSCT	Summit Prkwy Middle	699-3580
Cooper, Ellen	O	NTECPR	Crayton Middle	738-7224
Dolin, David	O	NTDDLN	Horrell Hill Elementary	783-5545
Elliott, Beth	O	NTBELLT		
Gacek, Tamra	Ø	NTTGCK	Horrell Hill Elementary	783-5545
George, Carol	Ø	NTCGRG	Hood Street Elementary	787-8266
Gibson, Lynette	O	NTLGBSN	Crayton Middle	738-7224
Higginbotham, Mary	O	NTMHGGN		
Hiott, H.	O	NTHHTT		
Inabinet, Richard	Ø	NTRINBN	Pontiac Elementary	736-3126
Lovingood, Sara	Ø	NTSLVNG	Pierce Terrace Elem	782-1772
McEntire, Darlene	O	NTDMCNT	Pierce Terrace Elem	782-1772
Ortlund, Kathleen	O	NTKORTL	Meadowfield Elementary	783-5549
Owens, Mikell	O	NTMOWNS	Crayton Middle	738-7224
Price, Patricia	O	NTPPRC	Crayton Middle	738-7224
Roberts, Margaret	Ø	NTMRBRT	Summit Prkwy Middle	699-3580
Robertson, Lynn	Ø	NTLRBRT	Meadowfield Elementary	783-5549
Satterwhite, Parthenia	Ø	NTPSTTR	Horrell Hill Elementary	783-5545
Sette, Martha	Ø	NTMSTT		
Shaw, Richard	Ø	NTRSHAW		
Steele, Joyce	Ø	NTJSTL	Horrell Hill Elementary	783-5545
Tanner, Rick	Ø	NTRTNNR	Pinckney Elementary	787-6815
Toner, Tommie	Ø	NTTTNR	Meadowfield Elementary	783-5549
Vaughn, Harold	Ø	NTHVGN	Pinckney Elementary	787-6815
Walker, Robin	Ø	NTRWLKR	Hyatt Park Elementary	735-3421

**Annual Report
to
BellSouth Foundation**

**Project REACH
Telecommunications Grant
(1 July 1992—1 April 1993)**

ATTACHMENT #B

Contents:

Materials specific to the "Transforming Stories" Conference whose purpose is to use online conferencing to develop a case literature on text-focused humanities instruction.

These materials were provided to all participants.

A comprehensive overview of the topics in the "Transforming Stories" conference is included, together with hard-copy instructions on how to participate in the conference. These instructions are also available online in the conference in electronic form.

A comprehensive evaluation manual developed by Dr. Jacqueline Royster for our participants was scanned and uploaded to the conference and is available to all participants.

A long and rich document on multi-cultural resources which was developed by Dr. Gale Matthews-DeNatale for our participants was scanned and uploaded to the conference and is available to all participants.

TRANSFORMING STORIES

A VAX Notes Discussion Forum
Devoted to Exploring the Potential
of the Humanities for Engaging
Students in:

- Understanding their own cultures and the cultures of others past and present
- Developing their powers of literacy and disciplined inquiry

Convened and Moderated by the Rural Educational Alliance for Collaborative Humanities(REACH), with support from the Rockefeller Foundation's, BellSouth Foundation, Showa Denko Carbon, the English Department at the University of South Carolina, and the Clemson University Forestry and Agriculture Network(CUFAN)

TOPIC 1.0: TRANSFORMING STORIES

TRANSFORMING STORIES: An Overview of the Conference

This conference will provide the focus and uniting theme for REACH during 1992-1993. Comprising what we conceive as a potential interdisciplinary professional growth collaborative, its members will consist of teachers associated with REACH through their participation in project site activities, summer institute follow-up, or other initiatives that are philosophically consistent with our own.

The main purpose of the conference is to begin the construction of a case literature, similar in some ways to the practice of the medical and legal professions, that teachers will be able to draw upon and contribute further to in our efforts to enable students to enter the world as people who are alive to ideas and excited by challenges, who will share their talents, and educate one another, and stretch and grow throughout their lives.

Mission of the TRANSFORMING STORIES conference

Teachers participating in this conference during 1992-93 will focus their writing on our project mission:

TO EXPLORE THE POTENTIAL OF THE HUMANITIES FOR ENGAGING STUDENTS IN:

- Understanding their own cultures and the cultures of others, past and present
- Developing their powers of literacy and disciplined inquiry

By the "potential of humanities" in the above statement, we mean the possibilities for bringing into the lives of young people, whatever their backgrounds and future academic and career aspirations, rich and regular experiences in the humanities - particular approaches to knowledge in several, major areas of inquiry, especially:

- Literature & Arts
- Historical Study
- Foreign Cultures

Going Beyond the Textbook

Though some of the resources for experiencing the humanities may be found in current textbooks and other conventional, marketed materials, REACH is interested in expanding the conventional school curriculum to be more inclusive of diverse cultural perspectives.

Therefore, teachers who participate in "Transforming Stories" should focus on telling their own classroom stories about their efforts to try out in the classroom a range of "texts" for teaching multicultural content new to the curriculum, as well as a variety of approaches for teaching all manner of texts to engage the minds of students of diverse cultural backgrounds.

The range of texts is expected to include:

- Works of fiction, history, and critical opinion from the Western tradition, from minority writers and scholars within the United States, and from non-Western writers and scholars.
- Other works or presentations (including audio and visual media formats) about specific cultures, especially their history, art, and range of philosophical perspectives.
- Primary research materials (letters, journals, interviews, transcriptions, artifacts, etc.)
- Art, music, theatre, film, and exhibitions
- Writings and other presentations and special project productions by students with their teachers--in the course of involving themselves in classroom interactions, community--action research, local history projects, field trip observations, personal and creative expression, and critical reflection.

Guidelines for Participating in TRANSFORMING STORIES

The guidelines for posting your writing to this conference are simple and somewhat open-ended. There are three important dimensions--the STORY DIMENSION, the INTERPRETIVE DIMENSION, and the REFLECTIVE DIMENSION

1. Transforming Stories: Your Own Personal Space: The Story Dimension

The STORY DIMENSION asks each participating teacher, at least once every two weeks, to post to his or her reserved place in the conference a short narration of a classroom episode that highlighted the previous two weeks' classroom activities:

- that illustrates the teaching and learning of an idea or topic the teacher feels is important within an area of inquiry, or from the distinct perspectives of several areas of inquiry, listed above
- that may range in scope from a two-day, whole-class introduction to "the African American experience during Reconstruction"--as made relevant to a class of predominantly white, middle-class students in a suburban school, to a brief exchange with an individual student in a predominantly black, rural school about "the cross-cultural themes in Shakespeare's plays".

2. The ROUNDTABLE and FOCUS: Interpretive Dimension

The INTERPRETIVE DIMENSION asks each teacher to check into the discussion forum called the ROUNDTABLE before or after posting a classroom story, read the comments about current concerns or issues posted there by participating teachers, REACH staff, or university collaborators, and post a response or lead-off observation related to the teacher's own interests, professional pursuits, and classroom experiences.

The discussion forum we have called FOCUS complements the ROUNDTABLE. From time to time, we will want to examine some dimension of instruction and learning in a more narrowly focused and exhaustive way for a specific, finite period of time. We will use FOCUS for such discussions. Also, during the year we will be visited by "experts" in different areas of the

humanities. To the extent that it is feasible to do so, and our "experts" are willing, we will be hosting focused "questions and answer" discussion forums with them. We will use FOCUS for that.

Discussions in FOCUS will have a definite beginning and a definite conclusion. When a discussion is concluded, we will take a "snapshot" of the discussion in its entirety and archive it, as a single note, in THE LUMBER ROOM. Also, so that our discussions in the ROUNDTABLE remain focused on "current" issues of concern, we will periodically take a snapshot of earlier materials and archive them in THE LUMBER ROOM as well.

3. PERSONAL PROFILES::Reflective Dimension

The REFLECTIVE DIMENSION, is expected to result from the interaction of the story dimension--as reflected in your teacher's journal, and the interpretive dimension--as reflected in the ROUNDTABLE and FOCUS. And that is the evolution of your own cognitive awareness of yourself as a teacher of the humanities, and of the shadow and substance of the context of this institution we have come to call school. One way in which we will evaluate the transformational effect of TRANSFORMING STORIES will be through your revisions of your descriptions of yourself in the section of the conference we have called PERSONAL PROFILES.

As soon as you are able, we would like to request that you go into the discussion topic called PERSONAL PROFILES and introduce yourself to the rest of us. Those of you who were lucky enough to participate in the TEACH institute in Southern Literature at Clemson this summer had personal profiles done for you. This is a good time to review those descriptions and revise them.

TOPIC 2.0: COMMUNIQUE': Important Notes

COMMUNIQUE' is our conference "bulletin board" and will be used both as the place where we will post messages which need to be read by everyone and as a place where the conference moderator will post "technical assistance notes" about the nuts and bolts of VMS-Mail and VAX-NOTES, as well as specific help with your Apple, MacIntosh, or IBM-compatible software--to the extent that those messages will be relevant to other participants.

This section of the conference is set up so that only the moderator can post notes to it. If you need technical assistance, send me (Kemble Oliver) an e-mail message (Addressed To: SCNET) or leave a message on his voice mailbox at 803-777-5992 with your number and a convenient time to return your call. It may be more convenient for you for him to call at night when you have no teaching responsibilities.

I will coordinate technical assistance for all of you who are members of the TRANSFORMING STORIES conference. We will provide technical assistance within the conference, help you out over the phone, and either provide on-site assistance, or arrange for it to be provided by someone in your area. Cate Townsend will be working with me to help you get up and online. She has been carrying an IBM-compatible computer around the states with her for three years now and has become quite expert in its use. Her electronic mail address is NTCTWNS.

TOPIC 3.0: The ROUNDTABLE

The ROUNDTABLE has been reserved as a general discussion forum for everyone. This section invites notes that are interpretive and reflective - prompted both by the need to try to examine the "how's", "why's", "might have been's", and "could be's" of our very specific classroom experiences narrated in each teacher's own section of the overall conference, and by other general concerns and questions about school reform, curriculum and pedagogical change, assessment, and other issues that emerge in connection with our collective efforts throughout the year.

Relationship with FOCUS

If we find that a particular topic or concern seems important and compelling enough to require either extended discussion, or intense discussion for a short period of time, we will set it up as a distinct conference topic under FOCUS. At the conclusion of our discussion, we will take a "snapshot" of the discussion and archive it, as a single note, in THE LUMBER ROOM.

Your Responsibilities to the ROUNDTABLE and to FOCUS as a Storyteller

One of your responsibilities as a storyteller in the TRANSFORMING STORIES conference is to participate in ROUNDTABLE discussions on a regular basis.

Let's define "regular" as meaning that you will--at the least--check into ROUNDTABLE and FOCUS whenever you update your personal journal or revise your personal profile.

TOPIC 4.0: FOCUS

FOCUS is a complement to the ROUNDTABLE. It will be used to convene discussions on issues that emerge in ROUNDTABLE discussions that appear to need focused examination and analysis by all of us who participate in the TRANSFORMING STORIES forum.

FOCUS discussions will encourage intense discussion and examination of a specific issue for a finite period of time. FOCUS discussions will ALSO be used to provide a forum for us to interact with visiting scholars or other experts--again for a finite period of time.

We may even use FOCUS to discuss certain matters that we could have some fun with, for uncertain serious purposes: such as "A Bonfire for Instructional Materials: What I'd Throw to the Flames".

In all cases, at the conclusion of a discussion, we will take a "snapshot" of the discussion and archive it as a single note in THE LUMBER ROOM.

TOPIC 5.0: RESOURCE EXCHANGE

The RESOURCE EXCHANGE has been reserved as a place where we can help each other locate resources (including PEOPLE) that might help us become more knowledgeable about how we can improve instruction and learning--and resources that might be of help in doing that.

The ROUNDTABLE and FOCUS provide us a place to SHARE our ideas with one another. The RESOURCE EXCHANGE is the place where we can SHARE our knowledge of

"resources" with others. It's a place to describe, to annotate, and to tell others where they might resources you've found to be of value.. It's a place to SHARE your delight at having a colleague NOT waste your time at a professional conference and to recommend him or her to the rest of us.

Relationship of the RESOURCE EXCHANGE to the ROUNDTABLE and FOCUS

Unlike the ROUNDTABLE and FOCUS, the RESOURCE EXCHANGE, is intended to function as an unstructured, but annotated "directory" of resources. Use it to recommend articles, books, movies, instructional media, "experts" in specific areas. Use it to alert us of upcoming conferences that we should try to attend. Use it to tell us of reform projects or other initiatives we should know about or with which we should be involved.

And just so we don't get too deadly serious and lose our sense of priorities, use the RESOURCE EXCHANGE to help the rest of us keep matters in perspective. I have never been more delighted when Clifford Stoll, in the midst of his pursuit of a dangerous computer hacker in THE CUCKOO'S EGG, placed a footnote at the bottom of a page which provided his recipe and instructions for making the "best chocolate chip cookies" in the world. Have you seen the recipe for THE GULLAH HOUSE GUMBO on page 170 of the October 1992 issue of Southern Living magazine?

TOPIC 6.0: THE LUMBER ROOM

In my grandmother's house a room in the attic was set aside as "the lumber room." It was a place to put things that "might be needed" by someone sometime in the future--things that were too good to throw away. The lumber room was a magic place where treasures lay, waiting to be unearthed by intrepid explorers.

It was not until I visited a beautiful old home in Newberry that I learned the origin of the phrase, "the lumber room." The old house had beautifully shaped moldings, fireplaces framed with intricately carved and shaped pieces of wood, burnished wooden bannisters--all individually shaped by West German craftsman who died long ago. A storage room had been set aside at the time the house was built to hold "bits and pieces" of lumber that could be used to repair the house, forms that could be used to replicate the original moldings, brass locks and keys, and other things.

It is in this sense that we have named the place where we will archive bits and pieces of this conference, THE LUMBER ROOM. It is a place where we will move bits and pieces of conversations, information that is no longer current--but might be of value to someone sometime in the future. Portions of ROUNDTABLE will be moved here to make our current discussions more accessible.

AND, we will use the lumber room as a place where we can pull together "chunks" of our thinking that seem to us to signal emerging understandings of instruction and learning that may need to be retrieved and used for more focused discussion.

BUT, this is truly going to BE a lumber room. Look here for treasures hidden in disarray and cobwebs--for the intellectual equivalents of the five dollar gold coin and dusty compass I found one Saturday in December, many many years ago in my grandmother's attic.

TOPIC 7.0: PERSONAL PROFILES

The Storyteller in the Beginning

PERSONAL PROFILES, has been created so that you can describe yourself to us, both as an individual and as a teacher working within a specific instructional context and cultural milieu. Use PERSONAL PROFILES to give us a sense of who you are so that, in our discussions we will have some sense of how your perspectives and ideas are being shaped or influenced by your place in time and space.

Tell us about: yourself. Where do you teach? What do you teach? How long have you been a teacher? How are you involved with what is going on in your school or district? Do you have other responsibilities within the school? In professional or social or religious organizations? Do you collect cartoons? Do you paint? Do you read fiction? Nonfiction? What honors have you received? Do you live in the city, the suburbs, the country? Do you have sons, daughters, granddaughters, grandsons, nephews, nieces, dogs, cats, rabbits.

Storyteller in Transit

Your profile is written in electric letters, so that you may revise what you write today with an updated version tomorrow, another next week, and another next month. You are expected to revisit your profile at least once during the fall, once during the winter, and once during the spring to see if it needs to be revised.

During the year you will find that your understanding of who you are and where you fit within the scheme of things will evolve. That is as it should be. Your personal profile is not meant to be a static thing. It's meant to be changed!

Storyteller in the Fall, in the Winter, in the Spring

Use the space we have reserved for your personal teacher's journal to maintain a COPY of your first personal profile and copies of each subsequent revision so that you will have a written record of how the sharing of our several stories has come to "transform" your sense of who you are and your place in the scheme of things we have come to call school.

How you can make a copy of each version of your Personal Profile for your Personal Journal

When you have written your first personal profile in PERSONAL PROFILES and have entered it so that you can read it on the screen:

- (1) Type the TOPIC NUMBER of your own personal space so that your "reply" will be entered there.
- (2) At the NOTE> prompt--when the screen opens in your personal space--type the REPLY/LAST<cr>.

This will allow you to make a copy of what you wrote in PERSONAL PROFILES in your personal space without having to retype it a second time. Easy as that!

From the conference level, we are planning to take an initial "snapshot" of all of PERSONAL PROFILES at the beginning of the year and archive it as a single note in THE

LUMBER ROOM. Around the middle of the year we will take another "snapshot" of PERSONAL PROFILES and archive it as a single note in THE LUMBER ROOM. And then, at the end of the year, we will take a third "snapshot" of PERSONAL PROFILES, and archive it as a single note in THE LUMBER ROOM. IN OTHER WORDS: We are HOPING that the snapshots will reflect "transformations" in each of your lives impelled, at least in part, by the stories we will be sharing with each other.

**Story Dimension: Your PERSONAL JOURNAL. and its relationship with the
ROUNDTABLE and FOCUS**

Each of us has a story to tell, and each of us has the myriad of OTHER stories emerging within the conference to which we can turn to see how others of us are struggling to discover the best ways of helping students to become strong and independent learners. But YOUR STORY has a primary audience of one individual--yourself.

It's o.k. to use your personal space to discuss specifics with another teacher, but we would urge and encourage you to use ROUNDTABLE as our central discussion forum. Also, if you would like to have a "focused" discussion of a topic, we will be delighted to convene one for you in FOCUS. Remember this is OUR conference and we have the freedom to reshape it as we see that to be a need.

**Interpretive Dimension: ROUNDTABLE and FOCUS and their relationship to your Personal
Journal**

Space for discussions with other storytellers has been set aside in ROUNDTABLE and FOCUS. These discussions will become OUR STORY of a year of humanities instruction and learning in the classrooms of South Carolina.

Reflective Dimension: Changes in your PERSONAL PROFILES

If TRANSFORMING STORIES works its magic, you will find your perception of yourself as a teacher changing. It is our expectation that you will find your understanding of yourself as a teacher within the context of your school and community deepened and enriched.

PERSONAL PROFILES is not intended to be a place where you simply introduce yourself to the rest of us at the beginning of the year and move on. We urge you--expect you--to revise your description of yourself several times during the year, each revision reflecting some new understanding of yourself you have arrived at either as a result of your interaction with other participants in TRANSFORMING STORIES or as a result of coming to work with your students in new and different ways as a result of trying to go beyond the textbook with your students.

TOPICS 8.0, 9.0, 10.0, 11.0, 12.0 and through topic n.0

The Story Dimension: Transforming Stories

Each of you has been allocated a TOPIC --a space of your own--where you will write maintain your own personal journal of one year in your life in your classroom and school. As a guide, you may wish to read James Herndon's preface to How to Survive in Your Native Land. If my memory serves me well, Herndon warned the reader that all he was doing was trying to put down, a description of what happened to him during one year, in one classroom, in one school. He told the reader not to expect philosophy or advice, just a description of the way things are. That's what we are asking of you. Tell us how things are. And share with us your evolving thoughts about how things ought to be.

The Story Dimension: From TOPIC 1.0

The STORY DIMENSION asks each participating teacher, at least once every two weeks, to post to his or her reserved place in the conference a short narration of a classroom episode that highlighted the previous two weeks' classroom activities:

- that illustrates the teaching and learning of an idea or topic the teacher feels is important within an area of inquiry, or from the distinct perspectives of several areas of inquiry, listed above
- that may range in scope from a two-day, whole-class introduction to "the African American experience during Reconstruction" as made relevant to a class of predominantly white, middle-class students in a suburban school, to a brief exchange with an individual student in a predominantly black, rural school about "the cross-cultural themes in Shakespeare's plays".

Net Notes

Enclosures

Enclosed is a suggested procedure sheet for participating in the "Transforming Stories" conference, a directory of the members of the conference--with a request for corrections, additions, and deletions by Christmas if possible, and one copy of the "No Bells, No Whistles" guides to VMS Mail and VAX Notes.

For those of you making requests for equipment orders:

The 2400 BAUD Zoom modems have arrived. We have been promised delivery of super-serial cards, ProTERM, and modem cables for Apple IIe and MacIntosh computers sometime this week. Cate and I will be making contact with you to come and install equipment and software during the week immediately after Thanksgiving.

Technical Assistance Requests:

A stamped, return envelope has been enclosed for you to return corrections and additions to the directory. If you need technical assistance, on a full sheet of paper, please describe the nature of the assistance you require. If you can describe the equipment and software you are trying to use, that would be helpful. Please return asap with directory corrections and Cate or I will phone to make arrangements for a site visit.

Procedures for Participants

Set up procedure: DO THIS ONCE ONLY, before you begin your participation in the "Transforming Stories" conference.

At the "Notes>" prompt, type the following two commands:

- A. Notes>ADD<space>ENTRY<space>CLUST1::SCNET<cr>
- B. Notes>SET<space>PR/AU=DI/PE="your name or the name of your school"<cr>

Comment: "A" above makes you a member of the "home" conference of the SCNET which contains brief descriptions of other VAX Notes conferences.

"B" above does two things:

First, it SIMPLIFIES the way you interact with VAX Notes. VAX Notes assumes one person per UserName. This creates problems when more than one person is using the same UserName. The AU=DI command fixes that.

Second, it provides a "signature" at the top of every note you enter in the conference.

If several of you are sharing a school UserName, you will want to put the name of your school within the quotation marks. Better, put the name of your school AND the school telephone number within the quotation marks. WHEN YOU POST A NOTE, BE SURE TO INCLUDE

YOUR

PERSONAL NAME AS A PART OF THE NOTE!

If you have a personal UserName, put your own name and either your school or home telephone number between the quotation marks.

The commands you have entered are "notebook-level" commands. They apply to all of the VAX Notes conferences in your notebook, both the ones to which you now belong and any you may join later.

Transforming Stories

Suggested Procedures for Participants

SET-UP PROCEDURE: DO ONCE ONLY, BEFORE YOU BEGIN

1. Choose CONFERENCING from Main Menu and press RETURN.
2. At the "Notes>" prompt, type the following two commands:

A. Notes>ADD<space>ENTRY<space>CLUST1 :: \$_REACH<cr>

B. Notes>SET<space>PR/AU=DI/PE="your name or the name of your school"<cr>

THE STORY DIMENSION

MAINTAINING YOUR PERSONAL JOURNAL(OR SCHOOL JOURNAL)

•TRY TO DO THIS AT LEAST ONCE EVERY TWO WEEKS, MUCH MORE OFTEN IF TIME PERMITS•

1. Choose CONFERENCING from the Main Menu, press RETURN, and then, at the "Notes>" prompt, type the following command:

Notes>OPEN<space>\$<cr>

2. Type the following command to list all topics in order, beginning with the first topic:

Notes>DI<space>1-.*<cr>

3. Find the topic number for your SCHOOL or your PERSONAL journal, and type the following command, which will list the titles of all the notes which have been entered(NB: "13" is used as an example only):

Notes>DI<space>13.*<cr>

4. Enter the identification number of the first note you wish to read, and press return(NB: "13.33" is used as an example only). To read the LAST note, use 1000 instead of 33:

Notes>13.33<cr>

5. When you are ready to enter a note, type the command, REPLY, and press return.

Notes>REPLY<cr>

6. The screen on the computer will split so that you can see part of the note you were reading when you pressed REPLY. You may now type your note or upload a note you have saved to disk. When you are ready to submit your note, hold down the CONTROL key and press the letter Z on your keyboard. You will be asked to provide a title for your note. Enter a short title and press the RETURN key on your keyboard. Then press the RETURN key a second time. At this point, the note you have submitted will appear on the screen.

EDITING YOUR NOTE: Once you have submitted your note, you may not make changes to it; however, you CAN change the title of the note and you CAN simply erase the note and start over. To change the title of a note you have submitted, do the following:

Notes>SET<space>NOTE/TITLE="your new title for the note you have submitted"<cr>

To erase your note and start over(you can do this any time with any note you have submitted) do the following while you are reading your note:

Notes>DELETE<space>NOTE<cr>

THE INTERPRETIVE DIMENSION

PARTICIPATING IN ROUNDTABLE OR FOCUS

•TRY TO DO THIS AT LEAST ONCE EVERY TWO WEEKS, MUCH MORE OFTEN IF TIME PERMITS•

After you have submitted your journal entry, drop by ROUNDTABLE(or FOCUS)to review the most recent comments by your fellow teachers:

- a. To review comments in ROUNDTABLE(NB: The 1-DEC-1992 is given as an example only):

Notes>DI<space>3.*</SINCE=1-DEC-1992<cr>

- b. To review comments in FOCUS:

Notes>DI<space>4.*</SINCE=1-DEC-1992<cr>

Writing a response in ROUNDTABLE or FOCUS is done in the same manner as submitting a note in your personal journal. As in your personal journal, you can change the title of your notes or erase them.

THE REFLECTIVE DIMENSION

PROVIDING A PERSONAL PROFILE

•REVISE YOUR PERSONAL PROFILE AT LEAST ONCE, MORE OFTEN IF TIME PERMITS•

As soon as you get a chance, write a brief description of yourself, and of your responsibilities both professionally and outside school hours.

Use the following command to review the personal profiles of your fellow teachers:

Notes>DI<space>7.*<cr>

To read a specific profile, simply enter the identification number of the note and press the RETURN key on your keyboard(NB: "7.33" is given as an example only):

Notes>7.33<cr>

To submit your own personal profile, follow procedures described above for submitting a reply. If you want to "erase" an earlier profile, choose the number of the note and use the procedure described for deleting a note you have written.

Project REACH 1992-1993

**Directory of Electronic Mail Addresses
for participants in the**

**TRANSFORMING STORIES
Conference**

(Working Draft)

**To Transforming Stories
Participants:**

This is a "working draft" of TWO versions of a directory of those of us who are projected to be participants in TRANSFORMING STORIES:

- a. A directory sorted alphabetically by school, then alphabetically by participant within each school;
- b. A directory sorted alphabetically by participant.

The directory of UserNames is based upon information current in the CUFAN system as of November 1992. The rest of the information is a result of telephone calls, pre-existing information, and so forth. For security reasons, information coding specific UserNames to specific Account Numbers has not been printed.

Project REACH Coordinators:

PLEASE examine the directory for inaccuracies and omissions and send corrections and additions by US Postal Service--before Christmas vacation if at all possible. I will update the directory over Christmas and send each school a corrected copy.

Send corrections and additions to the following address:

Kemble Oliver
ATTN: Transforming Stories Directory
420 Zanark Drive
Columbia, South Carolina 29212

Project REACH 1992-1993

ALPHABETICAL
BY PARTICIPANT

Directory of Electronic Mail Addresses
for participants in the

TRANSFORMING STORIES
Conference

(Working Draft)

REACH FIELD DIRECTORY 1992-1993: WORKING DRAFT(NOVEMBER, 1992)

	Last Name	First Name	Middle Name	OSCNET Address	Acct #	School Name	District
1	Able	Mildred		0NTMABLE	C0318221	Brancheville ES	Orangeburg 8
2	Abraham	Sinclair		0	C0318156	Hunter-Kinard-Tyler HS	Orangeburg 1
3	Adkins	Polly		0NTPADKN	C0318121	York Comprehensive HS	York 1
4	Alfred	Susan		0	C0318314	Fort Mill HS	York 4
5	Anderson	Linda		0NTLANDR	C0318313	Green Sea Floyds HS	Horry
6	Anderson	Sharon		0NTSANDR	C0318332	Orangeburg -Wilkinson HS	Orangeburg 5
7	Atkinson	Melva		0	C0318	Wilson HS	Florence 1
8	Austin	Jennings	L.	0	C0318190	Lincoln HS	Charleston
9	Baker	Billie		0	C0318190	Lincoln HS	Charleston
10	Ballard	Jerome		0	C0318225	Kingsree HS	Williamsburg
11	Beavers	Johnny		0NTJBVRS	C0318225	Kingsree HS	Williamsburg
12	Beckley	Dave		0	C0318165	Daniel HS	Pickens
13	Black	Donna	Guffey	0NTDBLCK	C0318313	John P. Thomas ES	Richland 1
14	Blodgett	Jack		0NTJBLDG	C0318133	Clemson-English	REACH
15	Blount	Beatrice		0	C0318197	Denmark-Olar ES	Bamberg 2
16	Bolger	Barbara		0NTBBLGR	C0318190	Lincoln HS	Charleston
17	Boswell	Jane		0	C0318	Wilson HS	Florence 1
18	Boulware	Julie		0NTJBLWR	C0318311	Irmo/Campus R MS	Lexington 5
19	Bowers	Dot		0	C0318315	Great Falls MS	Chester
20	Bradley	Pat		0NTPBRDL	C0318160	Beck MS	Georgetown
21	Brant	Alton		0	C0318301	SC School for Deaf	Spartanburg
22	Brooks	Allie		0	C0318	Wilson HS	Florence 1
23	Brown	Dale		0	C0318153	Newberry HS	Newberry
24	Brown	Katherine	H.	0NTKBRWN	C0318313	South Aiken HS	Aiken
25	Bruns	Angie		0	C0318197	Denmark-Olar ES	Bamberg 2
26	Bryant	Edith	J.	0NTEBRYN	C0318324	Green Sea Floyds HS	Horry
27	Burch	Marsha		0	C0318	Wilson HS	Florence 1
28	Burgess	Jennie		0	C0318225	Kingsree HS	Williamsburg
29	Butler	Mary	Harrison	0NTMHRRS	C0318221	Brancheville HS	Orangeburg 8
30	Caldwell	Gloria		0NTGCLDW	C0318246	Saluda HS	Saluda
31	Capps	Kathy		0		Liberty HS	Pickens
32	Carney	Joyce	H.	0NTJCRNY	C0318318	Pendleton JH	Anderson 4
33	Carroll	Mary	Elyn	0	C0318121	York Comprehensive HS	York 1
34	Carter	Bonnie		0	C0318	Marshall ES	Orangeburg 5
35	Caulder	Alyce		0	C0318	Orangeburg -Wilkinson HS	Orangeburg 5
36	Chambers	Libby		0	C0318314	Fort Mill HS	York 4
37	Cioffi	Joseph		0NTJCFF	C0318313	Irmo/Campus R MS	Lexington 5
38	Cohn	Barbara		0NTMRNG	C0318314	Morningside MS	Charleston
39	Coleman	Ike		0NTICLMN	C0318123	Governor's School	Darlington
40	Coleman	Ike		0NTACLMN	C0318313	Governor's School	Darlington
41	Collins	Peggy		0	C0318241	Morningside MS	Charleston
42	Connell	John		0	C0318	Pickens HS	Pickens
43	Conner	Ernestine		0	C0318156	Hunter-Kinard-Tyler HS	Orangeburg 1
44	Connington	Fred		0		Liberty HS	Pickens
45	Cook	Debbie		0	C0318	Pickens HS	Pickens
46	Corsi	Philip		0	C0318	Orangeburg -Wilkinson HS	Orangeburg 5
47	Cramer	Beth		0	C0318165	Daniel HS	Pickens
48	Davis	Danette		0	C0318211	St. Johns HS	Darlington
49	Davis	Jacqueline		0	C0318	Marshall ES	Orangeburg 5
50	Davis	Jacqueline	Foster	0NTJFDVS	C0318313	Mayewood HS	Sumter 2

REACH FIELD DIRECTORY 1992-1993: WORKING DRAFT(NOVEMBER, 1992)

	Last Name	First Name	Middle Name	O SCNET Address	Acct #	School Name	District
51	Davis	Trish		0	C0318165	Daniel HS	Pickens
52	DeLoach	Missy		0	C0318246	Saluda HS	Saluda
53	DeNatale	Gayle	Matthews	0	NTGMTTH	Project REACH	REACH
54	Dolge	David		0	C0318	Pickens HS	Pickens
55	Dufford	Tyler		0	NTBRNCH	Brancheville ES	Orangeburg 8
56	Duncan	Kathy		0		Liberty HS	Pickens
57	Dusenberry	Mary		0		Liberty HS	Pickens
58	Dyar	Fonda		0	NTFDYAR	Pendleton JH	Anderson 4
59	Eckhardt	Rhonda		0	NTRECKH	St. Johns HS	Darlington
60	Edminster	Laurie		0	NTLEDMN	Walhalla HS	Oconee
61	Edney	Cynthia		0	NTCEDNY	C.A. Johnson HS	Richland 1
62	Edwards	Lorraine		0		Brancheville HS	Orangeburg 8
63	Eubanks	Mary	Elizabeth	0	NTMEBNK	Denmark-Olar ES	Bamberg 2
64	Farr	Oleta		0		Liberty HS	Pickens
65	Fedor	Susan		0	NTSFDR	Irmo/Campus R MS	Lexington 5
66	Fleming	Jeanette		0	C0318	Terrell's Bay HS	Marion
67	Ford	Sandra		0	NTSFORD	Denmark-Olar ES	Bamberg 2
68	Foster	Jackie		0		Daniel HS	Pickens
69	Freeman	Margaret		0		St. Johns HS	Darlington
70	Frese	Marcella		0		Pendleton JH	Anderson 4
71	Fulmer	Olivia		0	NTOFLMR	Newberry HS	Newberry
72	Funchess	Valerie		0	NTVFNCH	Brancheville ES	Orangeburg 8
73	Gibson	Ron		0	NTRGBSN	Morningside MS	Charleston
74	Glover	Annie		0		Hunter-Kinard-Tyler HS	Orangeburg 1
75	Glover	Betty		0		Denmark-Olar ES	Bamberg 2
76	Goggans	Barbara		0	NTBGGGN	Socastee HS	Horry
77	Goodwin	Geraldine		0		Orangeburg- Wilkinson HS	Orangeburg 5
78	Gooseman	Donald		0		St. Johns HS	Darlington
79	Grant	Ken		0	NTKGRNT	Greenwood HS	Greenwood 50
80	Gravely	Mary	Liles	0		Pickens HS	Pickens
81	Gray	Susan		0	NTCMR	SC School for Deaf	Spartanburg
82	Green	Melvinia		0		Lincoln HS	Charleston
83	Greene	Carolyn		0	NTCGRN	Beck MS	Georgetown
84	Greenleaf	Dana		0	NTDGRNL	Great Falls MS	Chester
85	Greer	Phillip		0		Pickens HS	Pickens
86	Gueyry	Catherine		0		Morningside MS	Charleston
87	Hallman	Linda		0		Lincoln HS	Charleston
88	Harmon	Leslie		0		Newberry HS	Newberry
89	Harper	Joyce		0		Marshall ES	Orangeburg 5
90	Harris	Francis		0		Denmark-Olar ES	Bamberg 2
91	Harris	Francis		0		Denmark-Olar ES	Bamberg 2
92	Harrison	Robert		0		York Comprehensive HS	York 1
93	Hayes	Gail		0	NTGHYS	St. Johns HS	Darlington
94	Hayes	Marcia		0	NTMHYS	Green Sea Floyds HS	Horry
95	Heller	Joyce		0		Newberry HS	Newberry
96	Helms	Susan	K.	0	NTSHLMS	Great Falls MS	Chester
97	Henderson	Mary	Montieth	0	NTMHNDR	Hillcrest HS	Greenville
98	Herlong	Bela		0		Saluda HS	Saluda
99	Herns	Robyn		0		Morningside MS	Charleston
100	Hicks	Granita		0		Brancheville ES	Orangeburg 8

REACH FIELD DIRECTORY 1992-1993: WORKING DRAFT(NOVEMBER, 1992)

	Last Name	First Name	Middle Name	OSNET Address	Acct #	School Name	District
101	Hicks	Susan		0 NTCMR	C0318301	SC School for Deaf	Spartanburg
102	Hindman	Susan		0	C0318190	Lincoln HS	Charleston
103	Hinson	Eugene		0 NTEHNSN	C0318113	Terrell's Bay HS	Marion
104	Hobbes	Debra		0	C0318121	York Comprehensive HS	York 1
105	Holladay	Anne		0 NTAHLLD	C0318315	Great Falls MS	Chester
106	Holladay	Terry		0 NTFTMLL	C0318314	Fort Mill HS	York 4
107	Holstead	Charles		0	C0318165	Daniel HS	Pickens
108	Hooks	Sara		0 NTSKKS	C0318160	Beck MS	Georgetown
109	Hopkins	Robert		0 NTWHTSDS	C0318367	Whitesides ES	Charleston
110	Hopper	Becky		0	C0318315	Great Falls MS	Chester
111	Howard	Carrie		0 NTCHWRD	C0318313	Jasper HS	
112	Hudak	Rick		0	C0318120	R.C. Edwards JH	Pickens
113	Hughes	Michelle		0	C0318	Marshall ES	Orangeburg 5
114	Hughey	Tab		0	C0318120	R.C. Edwards JH	
115	Hyatt	Phyllis		0	C0318301	SC School for Deaf	Spartanburg
116	Hyman	Elizabeth		0 NTEHYMN	C0318313	Ebenezer JH	Sumter 2
117	Jackson	Cynthia		0	C0318	Marshall ES	Orangeburg 5
118	Jamison	Alfreda		0	C0318197	Denmark-Olar ES	Bamberg 2
119	Jamison	Mattie		0	C0318197	Denmark-Olar ES	Bamberg 2
120	Johnson	Lynn		0	C0318197	Denmark-Olar ES	Bamberg 2
121	Jones	Edward		0 NTEJNS	C0318211	St. Johns HS	Darlington
122	Jones	Oida		0	C0318197	Denmark-Olar ES	Bamberg 2
123	Justice	Joan		0 NTJJSTC	C0318311	Irmo/Campus R MS	Lexington 5
124	Kaminski	Karen		0 NTKKMNS	C0318313	Dreher HS	Richland 1
125	Keesee	Terry		0	C0318	Terrell's Bay HS	Marion
126	Kinard	Ginger		0	C0318153	Newberry HS	Newberry
127	Koran	Frank		0	C0318225	Kingtree HS	Williamsburg
128	Lamb	Debra		0	C0318211	St. Johns HS	Darlington
129	LeGrande	Lynda		0	C0318	Pickens HS	Pickens
130	Lesley	Jerry		0	C0318120	R.C. Edwards JH	Pickens
131	Lessane	Sheila		0	C0318	Marshall ES	Orangeburg 5
132	Linville	Nancy		0 NTNLNVL	C0318120	R.C. Edwards JH	Pickens
133	Long	Debbie		0	C0318160	Beck MS	Georgetown
134	Lovette	Sherry		0 NTSLVTT	C0318324	Green Sea Floyds HS	Horry
135	Manigo	Katherine		0 NTKMNG	C0318173	Jasper HS	Jasper
136	Mathis	Linda	K.	0	C0318160	Beck MS	Georgetown
137	Mayer	Jo		0 NTJMYR	C0318311	Irmo/Campus R MS	Lexington 5
138	McClain	Harold		0	C0318	Orangeburg-Wilkinson HS	Orangeburg 5
139	McDonnell	Kris	Kessy-	0	C0318175	Brancheville ES	Orangeburg 8
140	McFadden	Charles		0 NTTRRL	C0318314	Terrell's Bay HS	
141	McKenzie	Barbara		0	C0318225	Kingtree HS	Williamsburg
142	McLendon	Stephanie		0 NTSMCLN	C0318313	High Hills MS	Sumter 2
143	McPherson	Rodney		0 NTRPHRS	C0318324	Green Sea Floyds HS	Horry
144	McSpadden	Kay		0	C0318121	York Comprehensive HS	York 1
145	Middleton	Margaret		0 NTMMDDL	C0318211	St. Johns HS	Darlington
146	Mikell	Deborah		0	C0318	Orangeburg-Wilkinson HS	Orangeburg 5
147	Mobley	Barbara		0 NTBMBLY	C0318315	Great Falls Middle	Chester
148	Moore	Corina	S.	0 NTCMR	C0318301	SC School for Deaf	Spartanburg
149	Mullis	Tim		0	C0318165	Daniel HS	Pickens
150	Neal	Linda		0 NTLNEAL	C0318324	Green Sea Floyds HS	Horry

REACH FIELD DIRECTORY 1992-1993: WORKING DRAFT (NOVEMBER, 1992)

	Last Name	First Name	Middle Name	O SCNET Address	Acct #	School Name	District
151	Neal	Nelle		0	C0318315	Great Falls MS	Chester
152	Newton	Betty	Lou	0	C0318	Pickens HS	Pickens
153	Newton	Helen		0	NTHNWNTN	Daniel HS	Pickens
154	Oliver	Kemble		0	NTKOLVR	USC, English Dept.	REACH
155	Page	Christine		0	C0318211	St. Johns HS	Darlington
156	Painter	Carroll		0	C0318301	SC School for Deaf	Spartanburg
157	Parr	Betty		0	C0318318	Pendleton JH	Anderson 4
158	Patterson	Lesia		0	C0318318	Pendleton JH	Anderson 4
159	Patterson	Pamela		0	NTPTTR	Westside HS	Anderson 5
160	Pendarvis	Phyllis		0	NTPPNDR	Irmo/Campus R MS	Lexington 5
161	Peters	Randy		0	NTRPTRS	Pendleton JH	Anderson 4
162	Pickens	Clemie		0	NTCPCKN	Denmark-Olar ES	Bamberg 2
163	Pilkington	Joy		0	NTJPLKN	Orangeburg PS	Orangeburg
164	Pinkney	Albertha		0	C0318197	Denmark-Olar ES	Bamberg 2
165	Potts	Renee		0	NTRPTTS	Pendleton JH	Anderson 4
166	Powers	Terri		0	C0318246	Saluda HS	Saluda
167	Pringle	Celeste		0	C0318160	Beck MS	Georgetown
168	Rabon	Melissa		0	C0318	Terrell's Bay HS	Marion
169	Randell	Janie		0	C0318241	Morningside MS	Charleston
170	Ray	Lisa		0	NTLRAY	Irmo/Campus R MS	Lexington 5
171	Ray	Thomas		0	C0318121	York Comprehensive HS	York 1
172	Readon	Eddie		0	C0318197	Denmark-Olar ES	Bamberg 2
173	Resener	Kathy		0	C0318313	Lexington HS	Lexington 1
174	Ricketts	Darrell	W.	0	NTDRCKT	Green Sea Floyds HS	Horry
175	Ridings	Doner		0	NTDRDNG	Greenwood HS	Greenwood 50
176	Riggins	Joyce		0	C0318315	Great Falls MS	Chester
177	Riley	Maureen		0	NTCMR	SC School for Deaf	Spartanburg
178	Robbins	Claudia		0	NTCRBBN	St. Johns HS	Darlington
179	Robinson	Betty Rose		0	C0318	Marshall ES	Orangeburg 5
180	Robinson	Sylvia		0	NTSRBNS	Hunter-Kinard-Tyler HS	Orangeburg 1
181	Rogerson	Lannie		0	NTLRGRS	Irmo/Campus R MS	Lexington 5
182	Rote	Betty		0	NTBROTE	Etili MS	Hampton 1
183	Runager	Gerald		0	NTMRSHL	Marshall ES	Orangeburg 5
184	Runager	Gerald		0	NTMRSHL	Marshall ES	Orangeburg 5
185	Sanders	Cynthia		0	C0318	Orangeburg -Wilkinson HS	Orangeburg 5
186	Schlacter	Dave		0	NTDSCHL	Whitesides ES	Charleston
187	Seamon	Mary		0	C0318165	Daniel HS	Pickens
188	Short	Debra	Carpenter	0	NTCRPN	Great Falls MS	Chester
189	Shull	Andy		0	C0318315	Great Falls MS	Chester
190	Shull	Becky	Patricia	0	NTBSHLL	Pendleton JH	Anderson 4
191	Silberstein	Joel		0	C0318301	SC School for Deaf	Spartanburg
192	Sims	Donna		0	NTDSIMS	Great Falls MS	Chester
193	Singleton	William		0	C0318217	Jasper HS	Jasper
194	Siniard	Steve		0	C0318225	Kingtree HS	Williamsburg
195	Skelton	Joy		0	C0318120	R.C. Edwards JH	Pickens
196	Siesinger	Betty	Ann	0	NTBSLSN	Irmo/Campus R MS	Lexington 5
197	Siesinger	Betty	Ann	0	NTBASLS	Irmo/Campus R MS	Lexington 5
198	Smith	Belinda		0	C0318301	SC School for Deaf	Spartanburg
199	Snowden	Teresa		0	C0318225	Kingtree HS	Williamsburg
200	Sojourner	Thelma		0	NTTSJRN	Denmark-Olar ES, DO	Bamberg 2

REACH FIELD DIRECTORY 1992-1993: WORKING DRAFT(NOVEMBER, 1992)

	Last Name	First Name	Middle Name	OSCNET Address	Acct #	School Name	District
201	Sordelet	Peggy		0	C0318241	Morningside MS	Charleston
202	Spann	Henry		0	NTHSPNN	Liberty HS	Pickens
203	Spratt	Beth		0	C0318314	Fort Mill HS	York 4
204	Swanson	Nancy		0	NTNSWNS	Daniel HS	Pickens
205	Taylor	Cora		0	C0318211	St. Johns HS	Darlington
206	Terry	Troy		0	C0318	Pickens HS	Pickens
207	Thomas	Yvonne		0	C0318190	Lincoln HS	Charleston
208	Thompson	Jennifer		0	NTJTTHMP	Brancheville ES	Orangeburg 8
209	Thorsland	Oscar		0		Liberty HS	Pickens
210	Townsend	Catherine	M.	0	NTCTWNS	Project REACH	REACH
211	Townsend	Nancy		0	NTNTWNS	Wilson HS	Florence 1
212	Traywick	Cile		0	NTCTRYW	Orangeburg-Wilkinson HS	Orangeburg 5
213	Truesdail	Connie		0	C0318	Pickens HS	Pickens
214	Turner	Carolyn		0	NTCTRNR	Green Sea Floyds HS	Horry
215	Turner	Madelyn	Ruth	0	NTMTRRN	Palmetto HS	Anderson 1
216	Valentine	Lee		0	NTLVLNT	Pendleton JH	Anderson 4
217	Wade	John		0	C0318120	R.C. Edwards JH	Pickens
218	Washko	Mary		0	C0318313	SC School for Deaf	Spartanburg
219	Welch	Sheryl		0	C0318	Orangeburg -Wilkinson HS	Orangeburg 5
220	Werrel	Gretchen		0	NTGWRRL	Great Falls MS	Chester
221	West	Jan		0	C0318121	York Comprehensive HS	York 1
222	West	Jane		0	C0318120	R.C. Edwards JH	
223	West	Paul		0		Liberty HS	Pickens
224	Wheeler	Patti		0	NTPWHLR	Irmo/Campus R MS	Lexington 5
225	White	Beulah		0	NTBWHT	Project REACH	REACH
226	White	Jay		0	C0318	Orangeburg -Wilkinson HS	Orangeburg 5
227	Whitfield	William		0	C0318246	Sahuda HS	Sahuda
228	Wilson	Bill		0	C0318165	Daniel High	Pickens
229	Wilson	Odessa		0	C0318241	Morningside MS	Charleston
230	Wilson	Steve		0	NTSWLSN	Newberry HS	Newberry
231	Woodberry	Angela		0	C0318211	St. Johns HS	Darlington
232	Zedlack	Pauline		0	NTPZDLC	Barnwell HS	Barnwell
233	Zellars	Robert		0	NTRZLLR	Pendleton JH	Anderson 4

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* * *

To guide this year's school project evaluation reports from each site, the evaluation team has synthesized our past learning and provided you with what I think is a better guide than we have ever had before. Please get together as soon as possible with all REACH members at your school and, with reference to the attached packet, begin making plans for how you can best work together to produce your end-of-year report. Here are just a few quick comments or points of emphasis:

A. Your school is responsible for just one report - which all or most of your school's members will find ways to contribute to. Please read Jackie Royster's cover letter to get a good sense of Jackie's perspective on evaluation in the REACH context.

B. Sections 1 - 3 of the evaluation packet are important for constant reference, but for a fast look at what the team has recommended each school do, look through the outline on pages 17 and 18, and scan the material on the pages that follow. Please notice that the narratives (stories) and the reflections that you have already been keeping on a computer disk - and hopefully starting to put into the Transforming Stories computer conference - will fit for items 2 and 3 on page 17. You might supplement those stories and reflections from among the other sorts of things that Jackie mentions on pages 25- 27 - whatever else is natural to your project, and relevant to your sincere interests. And whatever you honestly have the time to put together (should be understood).

C. Your preliminary report should come with the REACH members who will attend the March 12-13 conference at Clemson. The report should be just that - preliminary, and rough - but since we'll have a short space of time to suggest useful revisions, etc. between the preliminary due date (March 12) and the final due date (May 15), the report should be an earnest effort with good substance. If you will need to supplement your final report with material collected after May 15, just let us know.

D. If you have any questions whatsoever about what to do - no matter how picky or trivial you think your question might be - please contact our local evaluation liaison Elspeth Stuckey(NTESTCK) at 252-3967. Leave a message if necessary, and she'll get back to you as soon as possible at a time you should say is most convenient.

3. All I will say now about the March 12-13 conference at Clemson is that we will try to accommodate as many people as we can for a truly great time of sharing and learning in the context of a splendid Shakespeare festival. Please begin thinking about who will come from your school (think in the range of 4 - 6, possibly more), and make some preliminary travel plans (many will need to arrive on Thursday evening, the 11th). Look for more specific information about the schedule, whom we will ask to present units, things to bring, registration forms, Tempest ticket requests, etc. to arrive later in January.

That's it for now - and that's quite enough I know you are saying

OHIO STATE UNIVERSITY

To: REACH Teachers
From: Jacqueline Jones Royster
Evaluator, Transforming Stories for Many Voices Project

RE: Guidance for Completing the 1992-1993 Evaluation Process

1. to clarify what I anticipate might be questions about how evaluation interfaces with what you have been doing this year.
2. to offer advice and counsel about how you can engage in evaluation activities in ways that are consonant with REACH expectations and also in ways that promise to be positive and productive for teaching and learning at your individual schools.

Tranforming Stories Evaluation Packet: Uploaded January 18,1993

I. Part One: Project REACH

Measures of Success for the Project Overall
Basic Operational Terms
Basic Responsibilities of Evaluation Team Members
.....
II. Part Two: Individual Projects

Goals for REACH Projects
Pedagogical Expectations
Measures of Success for REACH Projects

III. Part Three: Basic Assessment Model

General Description of Assessment Model
Graphic Representation of Basic Assessment Model
Guidelines for Evaluation Reports

IV. Part Four: Implementation Strategies

Basic Steps in Evaluating REACH Projects

Suggested Strategies for Measuring the Impact of REACH Projects

Sample Guided Reflection Questions

[illegible][illegible]

PART ONE

Project Reach

PROJECT REACH:
TRANSFORMING STORIES FOR MANY VOICES
1992-1993

Measures of Success for the Project Overall

Project Reach has identified three general outcomes as focal points for 1992-1993:

- 1.Regular opportunities for teachers to:
 - learn more humanities content with a multicultural emphasis
 - learn more engaging pedagogy
 - learn more inclusive pedagogy
- 2.Regular opportunities for students to:
 - experience classroom interactions around humanities texts
 - engage in discourse around humanities texts
- 3.Regular opportunities for teachers to:
 - interact
 - share ideas, descriptions, and reflections about their classroom activities (related to individual projects and Reach Project

goals).

Transforming Stories for Many Voices has articulated several outcomes for 1992-1993:

1. Technical support for curriculum reform projects.
2. An assessment model that supports teaching and learning in the humanities.
3. The articulation of a common purpose and a mode of operation that is consonant with exemplary practice in humanities teaching.
4. The collection and dissemination of classroom narratives that depict a fusion of effective pedagogy in humanities teaching with a multicultural emphasis.
5. Collaboration (funded by the state legislature) with the State Department of Education, Commission on Higher Education and the Governor's Office in establishing standards in language arts and history/social studies that reflect excellence in humanities teaching with an emphasis on multicultural knowledge and understanding.

BASIC OPERATIONAL TERMS

-collaboration

Teachers work with each other and with other people in various configurations toward a consensus of goals and objectives: at home school and with teachers at other schools; in rural and urban schools; with students at various performance levels, from varying socio-economic backgrounds; with people and organizations within the community.

-diverse cultural backgrounds

Cultural diversity is represented through the inclusion of:

- "traditional" cultures, i.e., European cultures;
- "minority" cultures, i.e., a range of cultures that are a part of the United States in addition to European cultures, particularly those well represented in the geographical area of South Carolina: African American and Native American;
- cultures from parts of the world other than Europe and the United States (e.g., India, Japan, the Middle East, Africa, South America)

-humanities

This reference is to the knowledge and study of literature, history, language, philosophy, anthropology, archaeology, ethics, comparative religion, the history, criticism and theory of the arts (with reference to the creative and performing arts themselves), and those aspects of the social

sciences employing historical and philosophical rather than quantitative, value-free approaches.

-humanities teaching

Using both disciplinary and interdisciplinary perspectives, this approach provides rich and regular experiences in reading, writing about, discussing, seeing, hearing, interpreting, and creating the humanities.

-inclusive

The priority is to use a flexible range of materials and pedagogies that vary in terms of cultural perspectives, types of text, the media in which these texts are presented, etc.

-international perspective

This perspective takes into account the variable experiences, conditions, and achievements of human beings around the globe.

-literacy

The emphasis is on helping students to develop their abilities to:

- gain access to information;
- to process information (i.e., assemble, sort, analyze, evaluate, and make sense of it) in a variety of ways; and
- to use information in a variety of ways (e.g., in communicating with others in speech and writing, in finding and articulating various problems, in solving various problems).

-multicultural perspective

This perspective is evidenced by a selection of course materials that draws from the experiences and achievements of European cultures (i.e., the Western tradition), a range of cultures within the United States (particularly those well represented in the geographical area of South Carolina--European American, African American, Native American), and cultures in places other than Europe and the United States (i.e. Non-Western traditions).

-portfolio

This assessment mechanism is an assembly of evidence of the talents, abilities and performance of learners (or participants in the project) that illustrates a specified set of values, concerns, and expectations; an assembly of evidence that serves as a multidirectional mechanism for curriculum planning and evaluation, for teaching, and for learning.

-role of the humanities

Project REACH centers on looking closely at the role of the humanities in education. The primary focus is on finding more and better ways to incorporate the humanities into classrooms and curricula and on extending flexibly and usefully the ways and means by which we enhance teaching and assess learning in the humanities.

-responsive

The priority is to take into account a variety of cultural perspectives in selecting pedagogies, texts, other course materials, and the media in which these materials are presented.

-student produced knowledge

The priority is to engage students, not just in the reproduction of knowledge (i.e., in the internalizing and giving back of existing information), but in the production of it as well (i.e., in the creation of "new" knowledge and understanding).

-structured inquiry process

Using Fred Newman's definition of "disciplined inquiry," emphasis is on three features of the inquiry process:

1. using the accumulated knowledge of previous workers in the arts and humanities (their systems of thought and action, as well as the facts, vocabulary, theories, concepts, conventions, etc. of the disciplines themselves) to help students to acquire, develop, and extend their understanding of these fields.
2. going beyond mere exposure to knowledge to in-depth understanding of ideas, problems, ways of thinking, and ways of expressing thoughts, ideas, and feelings.
3. transmitting knowledge in the arts and humanities to help students to be able to use and understand what has already been produced in the arts and humanities and also to help them to produce more knowledge in these fields. The thrust is toward assembling and interpreting information, formulating ideas, analyzing and criticizing the existing knowledge base, all of which requires the ability to organize, synthesize, and integrate information in new ways.

-student-oriented

While Project REACH is a teacher-centered operation,

ultimately the intent is to affect in substantive ways the learning of students. Consequently, the focus is on the growth, development, and support of teachers as agents of change so that they are better positioned to engage in the types of classroom reformations that can enhance the learning and performance of their students in the humanities.

-teacher centered

Teachers are recognized as being knowledgeable professionals in their own right and empowered to pursue their own intellectual development while contributing to the professional growth of others within an interactive learning community. Teachers are recognized as the center of classroom reform.

BASIC RESPONSIBILITIES OF EVALUATION TEAM MEMBERS
1992-1993

Executive Director of REACH
(Jack Blodgett)

As coordinator of all REACH activities, to convene meetings of the Evaluation and Planning Team; to direct their work in keeping with the needs, goals, and expectations of REACH; to provide information and resources that will facilitate the Team's work.

Director of Educational Telecomputing
(Kemble Oliver)

To provide information, guidance, advice, and technical support to the Evaluation and Planning Team related to the incorporation of technology into REACH activities.

Members from REACH Projects

(Patricia Bradley, Francis Harris, Charles Holstead, Carrie Howard, Tessi Keese, Betty Ann Slesinger, Troy Terry, Nancy Townsend, Odessa Wilson)

To provide ongoing critical attention to problems, processes, issues, and concerns related to the planning, operation, and evaluation of REACH.

Local Liaison
(Elspeth Stuckey)

To serve as a local contact person in REACH who can offer guidance and counsel to REACH members about the clarification of project goals and objectives, the implementation of projects, and the

- b. enhance their abilities to:
 - use literacy skills (reading, writing, speaking, listening, problem-finding, problem-solving) in various ways, i.e., through multiple tasks that take into account multiple audiences and purposes and diverse cultures.
 - engage in a process of inquiry as demonstrated by the systematic use of thinking and learning strategies.

PEDAGOGICAL EXPECTATIONS
1992-1993

Each project will be expected to:

1. use a deliberated selection of texts, including texts drawn from:
 - traditional Western literature and scholarship
 - the literature and scholarship that has emerged from various cultures within the United States (e.g., the African American, Asian American, Mexican American, Native American traditions)
 - the literature and scholarship of cultures in addition to the Western tradition
2. use of a variety of pedagogical approaches to content, including, for example, approaches that:
 - use multimedia
 - incorporate primary research
 - incorporate community resources
 - use active learning strategies
 - are process-oriented and integrate skills
 - contextualize learning activities within the immediate school community
3. incorporate values identified by the REACH Project:
 - based in the humanities and arts
 - teacher-centered
 - locally created and carried out
 - focused on average students in both urban and rural school settings
 - structured to include a collaboration with community, teachers, and students

MEASURES OF SUCCESS FOR REACH PROJECTS
1992-1993

Each project will be expected to show evidence of the following:

Each participating school will be able to demonstrate that they have:

- ### Student Learning

Students will be able to demonstrate:

1. An understanding of:
 - a. their own cultures
 - past
 - present
 - b. the cultures of others
 - past
 - present
2. The ability to:
 - a. use literacy skills (reading, writing, speaking, listening, problem-finding, problem-solving) in various ways, i.e., through multiple tasks that take into account multiple audiences and purposes and diverse cultures.
 - b. engage in a process of inquiry as demonstrated by the systematic use thinking and learning strategies.

[illegible]

PART THREE BASIC ASSESSMENT MODEL

GENERAL DESCRIPTION OF ASSESSMENT MODEL
1992-1993

General Assumptions:

1. Assessment is not grading. It is taking into account goals, objectives, values, and expected outcomes as we look closely and critically at what is happening, how it is happening, why it is happening, and what these circumstances and events seem to mean. The emphasis is on making meaning of evidence, drawing conclusions, trying to make sense of observations and performance.
2. Program assessment refers to the ways and means by which we monitor and measure the extent to which we are meeting our own well-articulated values and expectations.
3. An assessment of student performance is most useful when it specifies, describes, and documents what a particular student actually knows, understands, and can do in a particular course or given a particular set of values and expectations.
4. To assess student performance adequately demands multiple measures over time and often over varieties of tasks so that these collective views of performance can be brought in a multidimensional manner into clearer focus as indications of a student's specific talents and abilities.
5. Grading, the ranking and filing of the results of assessment, seems most productive when it occurs after careful discussion and deliberation of the criteria for valuing and judging (i.e., for the ranking and filing). In other words, grading works when we have clearly articulated what exactly we are grading for which purposes and based on what system of values.
6. A basic challenge of both assessment and grading is to find ways to see where students actually are in their learning and to allow them to show in varying ways (given the range of learning styles and preferences of human beings) what they know, understand, and can do.
7. Assessment at its best embraces the notion of openendedness, that questions are often much better than answers, that the search is for possibilities, for ways to actualize and maximize learning potential.
8. Good assessment brings into balance values, context, content, process, purpose, expectations, and evidence of performance.
9. Good assessment filters itself throughout the learning process so that there are multidirectional learning possibilities that encourage the blurring of what it means to be teacher, what it means to be learner, what it means to be classroom researcher.
10. Assessment reflects the values and expectations of those

doing the assessing and has much less of a direct link with the ultimate or even the immediate possibilities of those being assessed. In other words, assessment generally draws from a very narrow range of human experience.

CAUTION: Make the effort to draw from as broad a range of human experience as possible and make sure that however the range is articulated that it (i.e., the curriculum), the pedagogy chosen to implement it, and the assessment mechanisms chosen to monitor and measure it match.

Suggestions for Gathering Evidence

1. Talk with everyone involved in the project, students included, about what the project is about and how to monitor and measure the success of it. Concentrate on identifying what you absolutely must have in hand to show and to talk about what you are doing, how, why, what's good about it, and what could be better about
2. Develop a plan of action with a specific team of people, including students. Specify assessment goals, particular things that you want to know about your project. Determine how your team might find these things out. Specify who is in a position to collect what evidence, when, how, why. Make an effort to think one step at a time and then try to put each step together to see what the "big picture" might say about your work.
3. Keep in mind that the emphasis is on range of your work in the project and on the quality of representative pieces, not on quantity of what you are doing or on showing every single thing. Be selective about what you are collecting and why it should be shown or talked about.
4. Operate as faithfully as you can within the time frame that the team agrees on. Pacing is very important since a basic concern is that the project be as burden free as possible for each team member.
5. Remember that good assessment is the careful consideration of small/singular bits of information with the "goodness" coming ultimately from what each piece means in the company of other pieces. The task is to make each view as clear and as illustrative as it can be and, at the same time, to keep in mind what more might become visible about the program or a performance when all views are brought together.
6. Build in time for the data gathering team to stand back periodically to check in with each other about what is happening in the data gathering. One task at such times is to determine whether the data collecting is proceeding as anticipated and also to acknowledge consciously when the collecting is complete.

Suggestions for Interpreting Evidence

1. Remember, the goal in interpreting evidence is to make sense of what the project is, how it is operating, and what it can mean to the immediate community, the REACH network, to South Carolina, to the world of education.
2. Make a special effort to include students in vital ways, not just in the collecting of evidence, but also in the interpreting of it. In order to get as full and as clear a picture as possible, the perspectives of each set of direct participants should be included in making sense of what has happened.
3. Consider accounts of what happened from the varying points of view (descriptive data). Consider what participants think and feel personally about what happened, what they noticed most, what that liked and didn't like, how they were personally affected etc. (responsive data). Consider the impact of activities on thinking, learning, performance, achievement, learning environment--all the ways that impact might be felt by each set of participants (evaluative data).
4. Match conclusions with sources of information.

Time Line

September 1992 - May 1993

*Implement Project

October 26, 1992

*Annual REACH Conference

January - May 1993

*Collect Evidence

*Refine Assessment Strategies

March 12, 1993

*Submit Preliminary Evaluation Report

March 12-13, 1993

*REACH Spring Conference

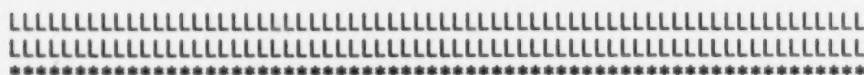
May 15, 1993

*Submit Final Evaluation Report

Graphic Representation of
Basic Assessment Model
1992-1993

| CHART |
| Project REACH |
Individual Projects

|
|



Comment

Please note that "Basic Steps in Evaluating REACH Projects" is designed to help you think through the evaluation process and carry out your activities in a way that makes documentation of effort and achievement easier. Engaging carefully in the evaluation process from the beginning of the project until the end will put you in a good position to have plenty of resources from which to draw in constructing both your preliminary and your final reports.

1. short narrative in which you:
 - a. summarize what the project is designed to do
 - b. explain how the project addresses or supports the specific values identified by REACH for:
 - student learning
 - curriculum reform

2. a list of the project's goals and objectives with a matching list of the evidence that each is being met (See "Suggested Strategies for Measuring the Impact of REACH Projects").
3. a short collection of reflections in which teachers, students, administrators, and other participants write about what they are discovering about:
 - the arts and humanities
 - students and teachers
 - teaching and learning
 - contexts for learning, etc. because of their participation in the project (See 'Sample Guided Reflections' for examples of questions that might be useful).

(See "Basic Steps in Evaluating REACH Projects," "General Description of Assessment Model," "Pedagogical Expectations," and "Suggested Strategies for Measuring the Impact of REACH Projects.")

Final Report

(DUE DATE: May 15, 1992~)

The final report should include:

1. a revised version of the preliminary report.
2. representative artifacts, documents, summary reports, and/or other mechanisms (qualitative and quantitative) that provide specific evidence of the nature of the project and the extent to which the project has had an impact on the teaching and learning of arts and humanities.

 BASIC STEPS IN EVALUATING REACH PROJECTS

Even though there are plenty of pages in this document, you may still have some confusion about how you can really get this evaluation work done. Where do you start? How can you make sure that you're doing the "right" thing? The steps below are not intended to be prescriptive or constraining. They are designed to flesh out particular tasks that we know now need to be taken care of and to order them in a way that seems to make some kind of sense, given what we know about the ways that teachers are likely to work these days.

Consider this list, therefore, to be a basic example. If you find that you need to add to the list, change an ordering, clarify a task, or modify the list in some way, send an E-Mail message to me so that we can incorporate your thinking and experiences into the evaluation packet. The assumption is that we will use our experiences this year to refine what 'evaluation' in REACH means.

1. Begin with the 'big picture' of your project by articulating

for yourselves what you re really trying to do at the highest level of REACH goals.

If a REACH project is going on, then what are you valuing in teaching, learning, literature, history, classroom activities, etc.? What are the basic beliefs or assumptions about learning? What really counts in what you re doing as the REACH part? Why? How?

Your answers at this step address directly the role of the humanities in teaching, learning, and curriculum reform as defined by REACH (See 'Basic Operational Terms' for clarification). This step should remind you that the evaluation process really begins with the first thing that you must do in order to carry out the project, i.e., in acknowledging overtly what should be going on here. Once you know what should be going on, then you can find ways to measure whether it is or not and what it means.

This step is the THOUGHT AND THEORY step and establishes the base of your project.

2. Choose and describe the texts (print, visual, performance, etc.) around which you are going to organize your REACH classes.

Pay particular attention here to making sure that the content of the course (the texts used) can be categorized as humanities content.

Remember that this section is tied directly to the themes, subjects, books, and other materials around which you shaped your plans in your REACH application. It is important to specify in the evaluation report, as well as in the application, the humanities materials that you are central to your work. In effect, you are identifying the materials that constitute the evidence of your operating in keeping with the basic values of REACH: humanities content; materials that are both inclusive and responsive to diverse cultural perspectives (See "Goals for REACH Projects").

This step is a TEXT SELECTION step and constitutes the heart of your day to day concerns and operations.

3. At this point, you need to think at a very practical level.

What exactly do you want to see happen in your classroom on a daily basis? What do you think needs to be guaranteed in your classroom interactions? What do you hope will happen?

EXAMPLE:

a) I want my students to know some specific facts about the lives of people (as related, for example, to their history, their literature, their music, their preferences in how they

live) who may seem very different from themselves.

b) I want my students to understand what kinds of things can be examined and thought about when we say "culture," whether the culture is their own or somebody else's.

c) I want my students to feel that the boundaries between teaching and learning blur all the time and that we are each (students and teacher) a valuable part of an interactive learning community.

This step SPECIFIES THE OUTCOMES you expect by engaging in this project. You should be as clear as you can in imagining what the future could be like and establishing up front what difference you think this project should make in your class, in your school, in your students' lives, in your life.

4. Next, you need to think about delivery systems.

What will you do to make your expectations and your hopes come to life?

Describe the pedagogies--the things that you are going to be doing in class with your students. As you think about what specifically you plan to do, link each classroom strategy with a REACH value and an outcome (i.e., what you want to see happen). Imagine that you are creating a circle in which everything that you do is connected to everything else. Imagine that each thing that you do is being done for a reason. Imagine that each thing that you do fits and counts, sometimes in itty-bitty but nevertheless important ways, sometimes in broader, more deeply felt ways.

This step is a matching step. The priority is to think through the wholeness of what you are doing and to match theory and pedagogy.

5. Then, think about the piece that still remains unconnected in this process.

How will you document the things that you and your students are doing? What methods will you use to collect the evidence of your work? How will you show what is happening in your classroom?

Once you have evidence, how do you need to describe it so that it will make sense to someone who has not participated in the project? What sorts of details, samples, and organization of details and samples will be instructive, enlightening, or helpful in some way or other way in getting people to see what is there and what is not there?

See Suggested Strategies for Measuring the Impact of REACH Projects and 'General Description of Assessment Model for suggestions about how you can envision assessment and how you can gather data.

Remember, once again, that the priority is to complete the circle of your work. Match theory, pedagogy, and assessment.

This step is a DATA COLLECTION step and links assessment (the methods that you need to use to collect evidence) with the "big picture."

6. Once you have evidence in hand, look at it closely, critically, and creatively. See what's there and not there. Stand back and see if you can tell what this evidence seems to be saying about the project and those who have participated in it. Invite other eyes to look too (students, other teachers, administrators, your college/university collaborator, your community organization representatives, etc.). A combination of perspectives gives a fuller picture of what the project has been about (See General Description of Assessment Model" for suggestions for interpreting evidence).
-

This step is the INTERPRETATION step. The goal is to sort through the evidence of what has happened and make sense of it.

7. You must go beyond interpretation, however, to an evaluation of what worked and what didn't.

When you see your project laid out in its wholeness, where are the bright spots? Where are the dim spots? What were you doing during the shining moments? What would you do differently if you had the chance to try it again? What would you recommend to others who might be inclined to follow your lead? Was the work worth it? For whom? Why? How did the project make whatever difference that it was able to make?

This is the EVALUATION step. You are not just clarifying what went on. You are assigning value to it and determining whether you were really able to do what you set out to do.

8. Typically, we encourage our students to show and tell, to present. With all of the hard work by all the participants in this project, it seems reasonable that you would want to think about the ways that you will celebrate your efforts and achievements.

What moments of reflection will you build in? What moments of celebration will you build in? How will you make your work public, not just so that others can see what you have done, but also so that you and your students can see what you have done? Who should be invited to experience the celebration? What kind of celebration can it be?

This is a CELEBRATION step designed to publicly acknowledge work--good work, thoughtful work. Sometimes, we don't take the time to count the "turtle" in us, only the "rabbit." My assumption is

that these projects, by the very nature of them, are likely to have both turtles and rabbits and both levels of achievement are important to know about.

9. Last to point out, though certainly not least, is the need to institutionalize the project in each school. Ideally, each school that participates in this project will commit in the beginning to:
- making the project a part of the school's thinking about itself and its basic operations;
 - valuing highly the work that people do in the project;
 - finding specific ways to be supportive of the people who do this work.
 - finding ways to acknowledge success--small and large.

In each school, therefore, it is important in the evaluation process to think about what the school has gained by participating in REACH and about what the school will do to continue the momentum that is highly likely to build through REACH activities.

How many ways can you see that the REACH Project has made a difference in your school? What ways can you identify to make REACH values and activities part and parcel of your school's way of doing things (e.g., in terms of classroom learning, teaching strategies, assessment strategies, professional development, etc.)?

This step is the INSTITUTIONALIZATION step.

COMMENT

I know that this packet comes in the midst of work with this project that started in August or September. Still, you can use the guidance here to help you to reconstruct what has happened so far in a way that makes sense to you and that will also be valuable to REACH. In addition, you can use the guidance here to take stock for the remainder of the year. This packet is an invitation to rethink what the next part of the year can be like.

SUGGESTED STRATEGIES FOR MEASURING THE IMPACT OF REACH PROJECTS 1992-1993

The menu of items listed below is intended to serve as a springboard for thinking critically, carefully, and creatively about exactly what the impact of the projects has really been. Often, we have an intuitive sense of how things have worked and

not worked, but we also need to draw together both intuition and evidence in systematic ways so that we can begin to make better sense of what good learning is and how it happens. Given the basic values of REACH, curriculum reform, student learning, and professional development can be used as three lenses by which we can view the projects and bring the qualities and dimensions of them into clearer focus.

On Curriculum Reform

To document the impact on a course, you might consider:

1. a presentation of course plans, course content (including a listing of texts and a sampling of classroom activities), and assessment instruments before and after REACH; a clear listing of specific changes that were put in place in keeping with REACH expectations; a list of current goals and objectives and how success in meeting them was measured; a list available documents, artifacts, or other sources that are representative of the nature and quality of the project.
2. narratives from the teachers involved indicating what happened in the course and whether the project was a good thing-- for example, their observations about how REACH values affected the course(s) (values~ activities, expectations); their teaching habits; their thinking about teaching and learning; the ways in which they work (for example, whether they planned alone or with others); the way they feel about themselves and what they are doing, about their students, about the students' learning.
3. narratives from students indicating what happened in the course and whether the project was a good thing-- for example, their perceptions of how the class was similar to or different from other classes (for example, surprises in the course); their perceptions of the course content, activities, and assessment mechanisms; their assessment of how the particular way of doing the courses affected their thoughts and feelings about themselves and what they were doing, the teacher, their learning, their understanding of relationships between learning and self, community, and/or life.
4. an explanation of what this approach allowed the teacher and/or school to come to know (and perhaps to feel more confident about) about student learning in the arts and humanities, and a list of the sources of information (quantitative and qualitative instruments/artifacts) that made acquiring this knowledge possible.

On Student Learning

To document the impact on student learning, you might use:

1. portfolios that illustrate across time, tasks, and multiple measures of success a student's talents, abilities and performance in keeping with the values, expectations, and concerns of the

course: Artifacts might include:

- papers
 - videos
 - audiotapes
 - annotated photographs
 - paintings, music, or other creative projects
2. quantitative measures
- nationally standardized tests as diagnostic, monitoring, and/or evaluative instruments
 - locally generated tests as diagnostic, monitoring, and/or evaluative instruments
 - course grades
 - learning contracts
3. qualitative measures
- student journals
 - teacher journals
 - interviews with students and teachers (individually, in groups, in combined groups)
 - scrapbooks
 - attitudinal surveys of students and teachers
 - student narratives
 - teacher narratives
 - guided reflections for students and teachers

On Professional Development

To document the impact on teachers and their development, you might consider:

1. a log or catalog of activities that are evidence that REACH outcomes were achieved:
 - a. regular opportunities for teachers to:
 - learn more humanities content with a multicultural emphasis
 - broaden their range of pedagogical strategies so that their classroom activities
 - involve students more actively in learning
 - allow students who vary in terms of both backgrounds (e.g., race, gender, ethnicity, class, school site, etc.) and academic preparation to think about, learn, write about, and value the course content.
 - participate in conferences, workshops, or other in-service training
 - b. regular opportunities for teachers to:
 - interact with other teachers and members of the REACH network
 - share ideas, descriptions, and reflections about their classroom activities (related to individual projects and Reach Project goals).
2. teacher journals

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Honoring Cultural Diversity In Public Schools:
A Listing of Teacher Resources

Gail Matthews-DeNatale, Ph.D.
Curriculum Coordinator
REACH

The Rural Education Alliance for Collaborative Humanities is made possible through generous support from the Rockefeller Foundation

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AFRICA

African Studies Association
Credit Union Building
Emory University
Atlanta, GA 30322
(404) 329-6410

Produces a journal and a newsletter, holds annual meeting

African Studies Center
Boston University
270 Bay State Road
Boston, MA 02215
(617) 353-7303

Curriculum resource center including videos, workshops

African Studies Center
University of California
10244 Bunche Hall
Los Angeles, CA 90024-1310
(213) 825-3686

Summer institute, curriculum resource center, newsletter, film listings

African Studies Center
Michigan State University
100 International Center
East Lansing, MI 48824-1035
(517) 353-1700

African Media Center, newsletter

African Studies Program
Woodburn Hall 221
Indiana University
Bloomington, IN 47405
(812) 855-6825

Offers workshops & Occasional publications

Produced "Lessons From Africa," materials for Middle School use by visiting scholars from Africa (extensive bibliography and list of resources included) Write: Pub. Manager, Social Studies Development Center Bloomington, IN 47408, (812) 855-3838

African Studies Program
University of Wisconsin
1454 Van Hise Hall, 1220 Linden Drive
Madison, WI 53706
(608) 263-2171

Curriculum development, newsletter

California Newsreel
149 9th Street
San Francisco, CA 94103
(415) 621-6196

"Library of African Cinema: Seeing Africa Through African Eyes," collection of award-winning African feature films. Public Schools and Libraries receive a special rate. They will also send a free 36 page pamphlet with essays on each film.

Center for African Studies
Stanford University

Room 200 Encina Hall
Stanford, CA 94305-6055
(415) 723-0295

Curriculum materials

Center for African Studies
University of Florida
427 Grinter Hall
Gainesville, FL 32611
(904) 392-2187

Reference materials, summer institutes, newsletter

Center for African Studies
Univ. of Illinois
210 Int'l. Studies Bldg.
910 S. 5th
Champaign, IL 61820
(217) 333-6335

Produces looseleaf notebook of curriculum materials on Africa;
produces an outreach series on African naming practices, African
games, African foodways, African Religions, French Speaking
Africa, and a list of African film and video resources

Center for International
Education
School of Education
University of Massachusetts
Hills House South
Amherst, MA 01003
(413) 545-1590

Produces "Teaching Non-Western Studies" and "African Studies
Handbook"

Council on African Studies
Yale University
85 Trumbull Street, Box 13A
New Haven, CT 06520
(202) 432-3438

Curriculum resource center, newsletter, reference materials

Heinmann
361 Hanover Street
Portsmouth, NH 03801

Book Distributor, produces catalog "African and Caribbean Writers
Series"

Judith Cook Tucker
11 Myrtle Avenue
Danbury, CT 06180

Produces book/tape materials on African drumming

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AFRICAN-AMERICAN CULTURE

Community Services
McKissick Museum
University of South Carolina
Columbia, SC 29208
(803)777-7251

Offers teacher workshops

Produces educator's kits and resource materials, "Row Upon Row: South Carolina Sea Grass Baskets." The museum is also planning an exhibition on African-American celebrations, due to open in late '93 or early '94.

Museum of the Confederacy
1201 E. Clay Street
Richmond, VA 23226
(804) 649-1861

Published an exemplary teaching unit based on their exhibition "Before Freedom Came: African-American Life in the Antebellum South." Available on loan from the museum or for purchase at \$50.

National Museum of American Art
Smithsonian Institution
Washington, D.C. 20560
(202) 357-3095

Produced "the Life and Art of William H. Johnson", an internationally-celebrated black artist who was born in South Carolina. Cost is \$75 and includes teacher's guide, videotape, and portfolio-sized reproductions.

Vandell Davis
Parks, Recreation, & Tourism
Community Development
1205 Pendleton St.
Columbia, SC 29201
(803) 734-0213

"SC Directory of African-American Culture & History" (not written specifically for teachers)

Elaine Nichols
South Carolina State Museum
301 Gervais Street
Columbia, SC 29201
(803)737-4921

Ms. Nichols is a curatorial specialist in African-American culture. She has performed research throughout South Carolina.

Walker Art Center
Vineland Place
Minneapolis, MN 55403
(612) 375-7614

Rents slide and cassette presentations "Interrogating Identity: Contemporary Artists of Color" and "African-American Art in the 20th Century." \$5 for two-week rental, teacher's guides are also available.

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CHINA

Center for Teaching About China
1214 W. Schwartz
Carbondale, IL 62901
(618) 949-1555

Produces "China in the Classroom: Resource Catalog," a catalog of inexpensive teaching materials (with grade appropriate indications) about chinese literature, history, religion, festivals, language, arts, animals, games, travel, cooking, health, public policy, biographies, A.V. rental, costume purchase/rental, and general reference information.

US-China Peoples Friendship Association Southern Region Office
R.A. Woodruff Svcs Bldg. Atlanta, GA 30303 (404) 659-3613

and

USCPFA
306 West 38th St., #603
New York, NY 10018

Produces journal, "US-China Review"

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Global/Multicultural Education, Cultural Diversity, Tolerance

American Forum For
Global Education
45 John St., Suite 908
New York, NY 10038
(212) 732-8606

Produces a newsletter entitled "ACCESS," \$25/year subscription

Baker & Taylor Books
5 Lakepointe Plaza
Suite 500
2709 Water Ridge Pkwy.
Charlotte, NC 28217

Produces Book Catalog, "Many Voices, Many Books, Strength Through Diversity: The Multicultural Catalog," books are listed according to culture group (e.g., Native American, African American, Asian American, Hispanic/Chicano/Latino, Multicultural), listings also indicate appropriate age level use.

Center for International
Education
School of Education
University of Massachusetts
Hills House South
Amherst, MA 01003
(413) 545-1590

Produces materials on literacy, participatory research, nonformal education, as well as materials about Africa, Latin America, Indonesia, and non-western studies.

Center for Teaching International Relations University of Denver
2201 S. Gaylord Denver, CO 80208 (303) 871-4000

Produces a catalog of resource and curriculum offerings.

Linda Warner
The Children's Museum
300 Congress St.
Boston, MA 02210
(617) 426-6500

Produced "The Multicultural Celebration Series," incl. books, tape, poster, and teacher guide (write to museum gift shop). Series offerings include books about Cambodian American, African American, Chinese American, European American, Colombian American, Korean American, Russian-Jewish American, Native American, Vietnamese American, and Puerto Rican celebrations.

Museum also offers an annual Multicultural Summer Institute (3 weeks)

Cooperative Children's
Book Center
Box 5288
Madison, WI 53705

Distributes "Multicultural Children's & Young Adult Literature," "Alternative Publishers of Children's Books"

Produces a newsletter

Global Village Music
P.O. Box 2051 Cathedral Station
New York, NY 10025

Will send a free catalog of educational records/tapes of African American and other world music.

Highsmith Press
W5527 Highway 106
P.O. Box 800
Fort Atkinson, WI 53538

Produces "The Multicolored Mirror: Cultural Substance in Literature for Children and Young Adults"

International Education
Consortium
Attn: Joan Avioli
6800 Wydown
St. Louis, MO 63105
(314) 721-3255

Currently developing curriculum materials about African American culture/literature, Caribbean culture/literature, and the experience of immigration to America as expressed in literature. Curricula are written by teachers and developed out of scholar/teacher workshops.

Produces a newsletter

McKissick Museum, Community Services
University of South Carolina
Columbia, SC 29208
(803) 777-7251

Offers workshops on South Carolina material culture. Produces publications about South Carolina folk arts and folklore. Also loans out educators' resource kits on split oak baskets, sweetgrass baskets, Edgefield alkaline-glazed pottery.

Minnesota Humanities
Commission
26 East Exchange St.
Lower Level South
Saint Paul, MN 55101

Produced Braided Lives: An Anthology of Multicultural American Writing. Book is available for \$14 through Bookslinger, Inc., 2402 Univ. Ave. West, Suite 507, St. Paul, MN 55114 (612) 280-2802

Multicultural Publishers
Exchange
P.O. 9869
Madison, WI 53715

Produces a newsletter

Multicultural Review
Greenwood Publishing Group
88 Post Road West, Box 5007
Westport, CT 06881
(203) 226-3571

Excellent journal for those interested in broadening the horizons of American education--a product of the Association of College and Research Librarians. They will send one complimentary copy for review to educators who are interested in subscribing.

National Public Radio
Attn: Sallie Krawcheck, Outreach Coordinator
2025 M St., NW
Washington, D.C. 20036
(202) 822-2844

NPR outreach is developing topical collections of 10-15 minute radio segments and packaging these segments into series that have accompanying teacher guides. Sample offerings include "The Prejudice Puzzle" (addressing the issue of racism) and "Family Stories" (which includes the family stories of people who were not raised in "typical" two-parent families). Outreach is starting a

newsletter that announces recent offerings. Each series includes about 10-12 segments and costs \$25-\$30 (including teacher guide).

Pennsylvania Heritage Affairs Commission 309 Forum Building
Harrisburg, PA 17120 (717) 783-8625

Published the proceedings of their "Governor's Conference on Ethnicity," which includes an excellent section on multicultural education. They also sell an 18 minute-long video entitled "Multicultural Education--Governor's Conference on Ethnicity" that gives selected portions of the conference presentations.

Returned Peace Corps Volunteers
of Wisconsin
c/o Alan Weiner
4581 W. Beltline, Room 110
Madison, WI 53711

Produces educators kit (including guide, video, and calendar) geared for grades 7-12 entitled "Unheard Voices: Celebrating Cultures of the Developing World." Features Tunisia, Kenya, Somalia, Brazil, India, Tonga, Guatemala, Liberia, Honduras, Peru, Colombia, Nepal--non profit cost of \$25

Smithsonian/Folkways Recordings
Office of Folklife Programs
955 1'Enfant Plaza, Suite 2600
Smithsonian Institution
Washington, D.C 20560
(202) 287-3262

Produces "The Whole Folkways Catalogue," including over 2,100 national and international folk music recordings listed by performer, geographic area and subject matter

Teaching Tolerance 400 Washington Ave.
Montgomery, AL 36104

Produces a magazine with articles and annotated listings of teacher resources (free upon request).

World Eagle, Inc. Current Information & Graphics for the Social Sciences 64 Washburn Avenue Wellesley, Mass. 02181 (800) 634-3805

Produces a catalog of teaching materials (especially maps)

World Music Press
P.O. Box 2565 (11 Myrtle Ave.)
Danbury, CT 06813
(203) 748-1131

Produces a catalog of books, recordings, videos and choral music for educators

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FOLKLORE

Center for South Carolina Folklife and Oral History McKissick

Museum University of South Carolina Columbia, SC 29201 (803) 777-7251

Extensive audio, slide and photo archive of South Carolina traditional culture. The museum folklife resource center also produces the publications Learnin~ from Your Community: Folklore and Video in the Schools and the Guide to Collectin~ South Carolina Folk Art.

Lyda Shuster
Education & Library Div.
Bantam Doubleday Dell
666 5th Ave.
New York, NY 10103

Folklore Bibliography for K-6 (no charge, send self addressed mailing label)

Jan Rosenberg
TRAHC
317 West 3rd St.
P.O. Box 1171
Texarkana, AR-TX 75504
(903)792-8681

Regularly updated *Folklore and Education Bibliography,* available in hard copy or on disk for \$5

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NATIVE AMERICAN

Michael Caduto P.E.A.C.E. (Programs for Environmental Awareness and Cultural Exchange) P.O. 1052 Norwich, VT 05055 (802) 649-1815

Produced *Keepers of the Earth: Native American Stories and Environmental Activities for Youngsters,* supplemental teacher's guide is also available.

Cherokee Publications
P.O. 256
Cherokee, NC 28719
(704) 488-8856

Will send a catalog, produces inexpensive story books and cook books that are suitable for classroom use, but no curriculum materials.

The Heard Museum Shop and Bookstore 22 E. Monte Vista Phoenix, AZ 85004-1480 (602)252-8840

Offers five multimedia instructional packets that use Native American tribes to convey a social studies topic, such as family life, community, and cultural history. Each classroom set is designed for a 30 student class and is \$295.

Museum of the Cherokee Indian
Museum Complex
P.O. Box 770-A

Cherokee, NC 28719
(704) 497-3481

Produces a journal, "Journal of Cherokee Studies," in the process of developing teacher materials. If asked, they will send a list of books available through their gift shop--most of these titles are inexpensive. Driver Pheasant is the current education coordinator.

Winthrop Galleries
Winthrop University
Rock Hill, SC 29733
(803) 323-2493

Producing an exhibition on Catawba pottery traditions entitled "Across Generations: Catawba Potters and their Art" (opening October '92, closing November '92). As part of this exhibition, they are producing an educator's kit about Catawba potters and how they teach their traditional pottery to each other. Kit will be available for loan to SC schools.

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NATIVE AMERICAN RESOURCE PEOPLE IN SOUTH CAROLINA

Dr. Wenonah Haire
Catawba Cultural Coordinating Council
611 E. Main St.
Rock Hill, SC 29730
(803) 324-5214

Coordinator for an informal group dedicated to Catawba culture. No formal publications or programs at this time, but may be able to help making connections with Catawba potters. The Catawba have a heritage festival each year the Saturday after Thanksgiving.

Nancy Basket
Route 1, Box 281
Jonesville, SC 29353
(803) 429-0434 (h)
(803) 427-2763 (w)

Cherokee basketmaker who is on the SC Arts Commission approved artist roster. Available for artist-in-schools residencies.

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SELECTED BIBLIOGRAPHY OF MULTICULTURAL RESOURCE MATERIALS

NOTE: See listing of resource agencies listed right after the table of contents to obtain ordering addresses for the purchase of materials that are not text/trade publications.

AFRICA

Africa (1986) Phyllis Martin & Patrick O'Meara, eds. Bloomington: Indiana University Press.

The Africa News Cookbook: African Cooking for Western Kitchens (1986) Tami Hultman, ed. New York: Penguin.

The Africans: Teaching Guide for Intermediate, Junior, and Senior

High Students. Companion guide to WETA/CPB video produced for educational television (xerox of guide only).

African Games of Strategy. (African Outreach Series, No. 2)
Urbana: African Studies Program.

African Names: People and Places (African Outreach Series,
Urbana: African Studies Program.

African Studies Handbook for Elementary and Secondary School
Teachers Margaret Maxwell, ed. Amherst: Center for
International Education.

Curriculum Materials for Teachers. Champaign: Center for African
Studies.

Film and Video Resources About Africa. Urbana-Champaign:
University of Illinois Film Center.

Good Tastes in Africa Cookbook (African Outreach Series, No. 3)
Urbana-Champaign: Center for African Studies.

Lessons from Africa Merry Merryfield, ed. Bloomington: ERIC
Social Studies Development Center.

Religions in Africa. (African Outreach Series, No. 4) Urbana:
African Studies Program.

West Africa: A Travel and Survival Kit. Alex Newton, ed.
Berkeley: Lonely Planet Publications.

AFRICAN-AMERICAN

African Presence in the Carolinas and Georgia: Sea Island Roots
Mary Twining, ed. Trenton: Africa World Press.

"Amazing Grace" video documentary of this well known song.

Before Freedom Belinda Hurmence, ed. Winston-Salem: John F.
Blair.

Burden-Patmon, Denise. Carnival Boston: Children's Museum
Celebrations Series.

Burden-Patmon, Denise. Kwanzaa Boston: Children's Museum
Celebrations Series.

Darden, Norma and Carole. Spoonbread and Strawberry Wine: Recipes
of a Family. New York: Fawcett Crest.

"Family Across the Sea," video by ETV about the connections
between lifeways in Sierra Leone, the west African port
country through which most enslaved Africans travelled to
South Carolina, and contemporary Gullah language and
culture.

My Folks Don't Want Me To Talk About Slavery Belinda Hurmence,
ed. Winston-Salem: John F. Blair.

"We Shall Overcome," a video documentary about the development of
the song "We Shall Overcome" from its original form as a
church spiritual to the anthem of the civil rights movement.
Includes interviews with many South Carolinians, including

Jani Hunter (Moving Star Hall Singers).

AMERICAN INDIAN

Note: Middle and high school students may enjoy reading Tony Hillerman's mystery novels. While Hillerman is not an American Indian, his novels have been praised for their literary quality, exacting ethnographic detail, and respect for American Indian cultures. I own most of Hillerman's books.

American Indian Cooking and Herblore. Cherokee: Museum of the Cherokee Indian.

Caduto, Michael and Joseph Bruchac. Keepers of the Earth: Native American Stories and Environmental Activities for Children. (also have accompanying teacher's guide) Golden: Fulcrum Press.

Cherokee Cooklore. Cherokee: Museum of the Cherokee Indian.

Cherokee Words and Pictures. Cherokee: Museum of the Cherokee Indian.

Coombs, Linda. Powwow Boston: Children's Museum Celebrations Series.

The First Thanksgiving. Cherokee: Museum of the Cherokee Indian.

Foxfire .Eliot Wigginton, ed. New York: Anchor. (includes an interview/article with a South Carolina Catawba potter)

How To Draw Indian Arts and Crafts. Cherokee: Museum of the Cherokee Indian.

Hudson, Charles. The Southeastern Indians.

Indian Arts and Crafts Activity Book. Cherokee: Museum of the Cherokee Indian.

Jennings, Paula. Strawberry Thanksgiving Boston: Children's Museum Celebrations Series.

Mallery, Garrick. Picture Writing of the American Indians (vols. I & II) Dover Press.

Merrell, James. The Catawbas Chelsea House.

The Native American Collection. Catalog of titles available from Cherokee Publications. Cherokee: Cherokee Publications.

Navajo History. Ethelou Yazzie, ed. Chinle: Navajo Curriculum Center.

North American Indian Tribes. Cherokee: Museum of the Cherokee Indian.

Sequoyah (The Hero). Cherokee: Museum of the Cherokee Indian.

Sharpe, J. Ed American Indian Cooking and Herb Lore Cherokee: Cherokee Publications.

Sides, Dorothy Smith. Decorative Art of the Southwestern Indians New York: Dover.

Underwood, Thomas. Cherokee Legends and the Trail of Tears
Cherokee: Cherokee Publications.

Underwood, Thomas. The Story of the Cherokee People Cherokee:
Cherokee Publications.

Waldman, Carl. Atlas of North American Indians

AUSTRALIA

Australian Literature in the Primary Classroom. 1988.
Bicentennial Australian Studies Schools Project, Curriculum
Development Center, Canberra, Australia.

Australia. Tony Wheeler, ed. Berkeley: Lonely Planet
Publications.

Insight Guides: Australia. David McGonigal Singapore: APA
Publications.

CHINA & CHINESE-AMERICAN

Chinese Folk Art. Carbondale: Center for Teaching About China.

Ching, Yen-Yung. Chinese Folk Songs. Carbondale: Center for
Teaching About China.

Chinese Ribbon Dance. Carbondale: Center for Teaching About
China.

Comber, Leon. Favorite Chinese Stories. Carbondale: Center for
Teaching About China.

Demystifying the Chinese Language. Stanford: The China
Project/SPICE (Stanford Program on International and Cross
Cultural Education).

Eating With Chopsticks. Carbondale: Center for Teaching About
China.

"Frances Li and Chinese d'iet-su (origami)" in Harvesting our
Heritage: A Teacher's Guide. New York: Roberson Museum and
Science Center.

Insight Guides: China. Manfred Morgenstern, ed. Singapore: APA
Publications.

Lee, Beverly. The Easy Way To Chinese Cooking. Carbondale: Center
for Teaching About China.

Manna, Shiah. Paper Lanterns. Carbondale: Center for Teaching
About China.

Play Chinese Games. Carbondale: Center for Teaching About China.

Shoresman, Michelle. A Children's Palace. Carbondale: Center for
Teaching About China.

Sing, Rachel. Chinese New Year's Dragon Boston: Children's Museum
Celebrations Series.

Trescott, Kathleen. P.R.C. Coloring Book. Carbondale: Center for Teaching About China.

MacInnis, D. Values and Religion in China Today. Carbondale: Center for Teaching About China.

Yen Shen: A Cinderella Story From China. Carbondale: Center for Teaching About China.

EUROPEAN AMERICAN (OR AMERICANS WITH DIVERSE CULTURAL HERITAGE)

Jenness, Aylette. Who Am I? Boston: Children's Museum Celebrations Series.

FRANCE

Bogin, Meg. The Women Troubadours New York: Paddington Press.

Insight Guides: France. Anne Sanders Roston, ed. Singapore: APA Publications.

Lazure, Jacques. La vieille dame qui avala une mouche. (picture book of the song "there was an old lady who swallowed a fly") Singapore: Child's Play.

Les Aventures de Tintin: Le Secret de la Licorne. Belgium: Casterman.

Massignon, Genevieve. Folktales of France Chicago: University of Chicago Press.

Pomaska, Anna. The Little French Colorin~ Book. New York: Dover.

Saint Exupery, Antoine de. Le Petit Prince. New York: Harcourt Brace Jovanovich.

CULTURAL DIVERSITY, MULTICULTURAL AND GLOBAL EDUCATION
(INCLUDING GENERAL INFORMATION ABOUT FOLKLORE, ANTHROPOLOGY,
AND ORAL HISTORY)

Cultural Diversity, Multicultural and Global Education (including general information about folklore, anthropology & oral history)

Braided Lives: An Anthology of Multicultural American Writing. St. Paul: Minnesota Humanities Commission.

Class of 2000: Family Stories. Cassette Tapes and Teacher Guide. Washington, D.C.: National Public Radio.

Class of 2000: The Prejudice Puzzle. Cassette Tapes and Teacher Guide. Washington, D.C.: National Public Radio.

Drawing From the Well: Oral History and Folk Arts in the Classroom and Community. Randi Silnutzer and Beth Gildin Watrous, eds. Greenfield: Pioneer Valley Folklore Society.

Make a World of Difference: Creative Activities for Global Learning. New York: Friendship Press.

The Multicolored Mirror: Cultural Substance in Literature for Children and Young Adults Merri Lindgren, ed. Fort Atkinson:

Reck, David. Music of the Whole Earth. New York: Charles Scribner's Sons.

Teaching Nonwestern Studies: A Handbook of Methods and Materials
Amherst: Center for International Education.

Wolfman, Ira. Do People Grow on Family Trees? Genealogy for Kids and Other Beginners New York: Workman.

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Annual Report
to
BellSouth Foundation

Project REACH
Telecommunications Grant
(1 July 1992—1 April 1993)

ATTACHMENT #C

Contents:

Materials specific to the "ARTIST" Conference which was developed for the Arts in Basic Curriculum Project

These materials are included because they provide an example of the content of the telecommunications training seminars we are now providing for educational organizations.

A list of the participants in a telecommunications seminar provided at Clemson University on 11 March 1993 is included.

All participants were "set up" before training was conducted. An example of the suggested procedure for "setting up" each participant is included.

Participants in training seminars are provided a copy of A PLACE TO BEGIN, the tutorial manual which has been developed by Project REACH for Initial logon procedures, VMS-Mail, and VAX Notes; HOWEVER, only the "No Bells, No Whistles" guides and the attachments provided on VMS-Mail and VAX Notes are used in the telecommunications seminars.

Since REACH has assumed total responsibility for the instruction of participants in both VMS Mail and VAX Notes, the total instructional time for our seminars has been reduced from two days to less than three hours—with most of the time devoted to actual hands on electronic communication between participants.

A comprehensive overview of the structure of the conference called ARTIST is included. These instructions are also available online in the conference in electronic form.



WINTHROP

UNIVERSITY

March 26, 1993

Office of Arts in Basic Curriculum

Dr. Kemble Oliver
420 Zanark Drive
Columbia, SC 29212

Dear Kemble:

Thanks for an outstanding workshop! The Artist Conference on SCNET is set up just as I had hoped, and I'm confident that E-Mail messages will prove very beneficial.

I've sent the SERVE information to each of the participants as well as information about a really neat service offered by J.W. Pepper, a music education supply company. This will give our folks at least two 800 contacts to practice on.

Please let me know about "clearing the board" in the Artist VAX. Or, if you wish, you can delete all the "stuff" we put on during our workshop. I think your explanation of the Artist Conferences should stay.

When I first tried to log on to CUFAN I was unable to get past "enter password." Finally, I called Judy Pilgrim and got Dianne. She said something had to be reset, and after that, I've had no problems. I have alerted the model sites about this.

I've enclosed two news articles you'll enjoy and, perhaps, use in future workshops.

As per Don Shetler's recommendation, I'd like you to come tell the ABC Steering Committee about CUFAM and Artist, so we can get as many of these folks signed up to use the BB and E-mail for the arts. We will be meeting in West Columbia on April 30, 1993. The enclosed letter and tentative agenda will provide details.

It is always a pleasure to work with you, I look forward to hearing from you.

Sincerely,

Ray
Ray Doughty
Project Director

ms

enc.

Workshop
on
E-Mail/Conferencing

Arts in Basic Curriculum Project

11 May 1993
Room 223 Kinard Hall
Clemson University

Instruction provided by:

Kemble Oliver
Project REACH/SCNET
English Department
University of South Carolina
Columbia, SC 29208
scnet@clust1.clemson.edu

WORKSHOP: Arts in Basic Curriculum
Room 223 Kinnard Hall, Clemson University, 11 May 1993

Jane V. Slay Principal Redcliffe ES 6741 Atomic Road Aiken SC 29803 803-827-3350	USERNAME: NTJSLAY
Catherine S. Spencer Fine Arts Supervisor Beaufort County Schools P.O. Box 309 Beaufort SC 29901 803-525-4200	USERNAME: NTCSPNC
Barry Goldsmith Fine Arts Supervisor Charleston County Schools 3 Chisholm Street Charleston SC 29401 803-720-3012	USERNAME: NTBGLDS
Edith M. Davis Assistant Superintendent Laurens School District 55 P.O. Box 388 Laurens SC 29360 803-984-3568	USERNAME: NTEDVS
Jacquelyn M. McNeill Fine Arts Consultant Lexington School District 2 725 Ninth Street West Columbia SC 29169 803-739-4037	USERNAME: NTJMCNL
Bonnie B. Rushlow Fine Arts Coordinator Oconee County Schools P.O. Box 649 Walhalla SC 29691 803-638-4035	USERNAME: NTBRSHL
Molly M. Spearman Fine Arts Coordinator Saluda County Schools Route 1, Box 151 Saluda SC 29138 803-445-8064	USERNAME: NTMSPRM
Mary P. Koutroulias Music Teacher Spartanburg School District #7 Dupre Drive Spartanburg SC 29302 803-594-4400	USERNAME: NTMKTRL
Anne R. Predmore Art Teacher Spartanburg School District 7 Dupre Drive Spartanburg SC 29302 803-594-4400	USERNAME: NTAPRMD
Ray Doughty Project Director, ABC Winthrop University 105 McLaurin Hall Rock Hill SC 29733 803-323-2451	USERNAME: NTRDGHT

LOGGING ON FOR THE FIRST TIME

1. Set parameters< 2400,8, N, 1, VT100/102> & configure software.
2. Dial Local CUFAN Phone Number(Call County Extension Office).
3. At CONNECT, press RETURN three times, three time, three times:
<cr><cr><cr> <cr><cr><cr> <cr><cr><cr>
Type CUFAN(all caps) at prompt:
CUFAN<cr>
4. Enter USERNAME and RETURN:

USERNAME: NT _ _ _ _ <cr>
5. Enter ACCOUNT NUMBER and RETURN

PASSWORD: C0318 _ _ _ <cr>
6. Enter NEW Password and RETURN(SCNET used as example only):

PASSWORD:<SCNET01><cr>
7. Verify by entering NEW password 2nd time:

VERIFICATION:<SCNET01><cr>
8. Select MAIL, CONFERENCING, ETC from MAIN MENU

Digital Equipment Corporation Help Screens Available Online:
S>HELP<cr>
MAIL>HELP<cr>
NOTES>HELP<cr>

SCNET TECHNICAL ASSISTANCE/PROGRAMMATIC SUPPORT

Kemble Oliver, Director
SCNET, Department of English
University of South Carolina
Columbia, South Carolina 29208
803.777.5992

INTENET:SCNET@CLUST1.CLEMSON.EDU

BILLING INFORMATION, ACCOUNTS, USERNAMES

Judy Pilgrim CUFAN
210 Barre Hall, Agricultural Extension Service
Clemson University
Clemson, South Carolina 29634
803.656.5080
JPLGRM@CLUST1.CLEMSON.EDU

Welcome to the SCNET

Welcome to our state telecomputing network. You join a growing number of students, teachers, educators, and other citizens interested in improving education in South Carolina. The South Carolina Network for Educational Telecomputing can be an instrument that can help us shape our educational future. It can be such an instrument only if you participate, only if you help us to make it a success.

PREMISES

1. Electronic mail and electronic discussion forums ASSUME the ability to read and to write. Using electronic mail to communicate and participating in discussion forums online encourage text literacy and motivate critical and creative debate.
2. Electronic mail and discussion software complement and enrich the power of classroom instruction and educational television. Even low technology telecommunications has enormous untapped potential for supporting collaborative research--in all disciplines. We can use it to help one another.
3. Telecommunicating between individuals within South Carolina, and between individuals in other states and countries illuminates our understanding of ourselves and others. The cultural diversity within our state should be a source of strength and flexibility in the world, not a handicap. We MUST learn from each other.

The question is not WHETHER our children will learn to use telecomputing. The question is WHEN they will learn.. And the question is WHO: Will we encourage all of our children to learn to use telecommunications or just those privileged to attend school in the more affluent areas of our state? There must be equitable electronic access to information, people, and resources without regard to location or financial circumstance.

OBJECTIVES

1. To encourage individuals, groups, and organizations to become adept participants in online discussion forums--and to provide moderator training and technical assistance for those who would like to assume such responsibilities.
2. To encourage individuals, groups, and organizations to use electronic mail to communicate with individuals and members of institutions and organizations--and to provide training and technical assistance for those who need help.
3. To encourage individuals to explore the rich and growing diversity of resources and information that are available through telecommunications--and to share the results of their exploration with the rest of us. These would include such resources as SERVE-line, FrED Mail, Academy One, BreadNet, IRIS, PSInet, AppleLink, Prodigy, Online America, GCEDUNet, Dialogue, EASYNET, and a panoply of other resources such as LION, LUIS, USCAN, CARL and CUFAN itself.

VMS-MAIL: NO BELLS NO WHISTLES GUIDE

READING NEW MESSAGES(NEWMAIL)

Each time you log on, you will be notified if you have messages waiting for you. To READ your message(s), use this procedure:

1. Choose "1"(ELECTRONIC MAIL)from the MAIN MENU and press RETURN.
2. Enter the following: MAIL>DIR<space>NEWMAIL<cr>
- 3.To read all messages press RETURN. To read a selected message, enter the message number and then press RETURN: MAIL>[message#]<cr>

RECALLING OLD MESSAGES(MAIL)

Your old messages are automatically stored for you. You may recall and read them at any time using this procedure:

- 1.Enter the following command: MAIL>DIR<space>MAIL<cr>
2. To read all messages,simply press RETURN. To read a selected message, first enter the message number and press RETURN: MAIL>[message#]<cr>

REPLYING TO A MESSAGE

When you use the REPLY command, your message is automatically readdressed and titled. To reply to a message, use this procedure:

- 1.Read the message; then enter the following: MAIL>REPLY<cr>
- 2.Type your reply or enter a reply prepared offline.*If typing online, you MUST end each line by pressing the RETURN key.*
- 3.Hold down the CONTROL key and press the letter "Z": MAIL>CNTRL+Z

SENDING A MESSAGE

You may send a message to virtually anyone with a valid e-mail address; within the network, your "username" is your e-mail address:

- 1.To send a message, enter the following command: MAIL>SEND<cr>
- 2.At the "To:" prompt, enter the username of the person for whom the message is intended. At "Subj:", the subject of your message.
To:[username]<cr>
Subj:[Enter brief title for message]<cr>
- 3.Enter your message.
4. To send the message,hold down the CONTROL key and press the letter "Z": MAIL>CNTRL+Z
5. Type EXIT and choose LOG OUT from MAIN MENU to logout.

VAX NOTES:NO BELLS NO WHISTLES GUIDE

THE FIRST TIME YOU USE CONFERENCING, DO THIS:

- (A) NOTES>SET<space>PROFILE/AUTOMATIC=DIRectory<cr>
- (B) NOTES>ADD<space>ENTRY<space>0::SCNET<cr>
- (C) NOTES>DIRectory<cr>

PROCEDURE FOR PARTICIPATING IN AND ONLINE FORUM

1. Choose CONFERENCING from the MAIN MENU.
2. To participate in a conference, type OPEN and the name of the conference:
NOTES>Open<space>SCNET<cr>
- 3.To obtain a listing of the titles of notes in a discussion, enter its topic number, a period, and an asterisk(*)
NOTES>DIRectory<space>3.*<cr>

4. To read the topic-note of a discussion(or a reply-note), enter its identification number
NOTES>3.0<cr>

5. To enter a response to the topic(or to a reply), type REPLY. and press RETURN:

- (a) NOTES> REPLY<cr>

The screen will split and you will be given an opportunity to enter a response:

- (b) <Enter your response>

To enter your response, hold down the CONTROL key and press "Z"

- (c) CNTRL+Z

You will be prompted to enter a TITLE for your response. Enter a short, succinct title. When you are done, press RETURN.

- (d) [short title]<cr>

When asked if you are satisfied with the title,enter "Y" or "N" and press RETURN. (Since"YES" is the default answer, you can just press RETURN a second time)

- (e) <Y><cr>

Your response will appear on the screen.

6. To read ANY note, enter its identification number and press return(e.g., 2.1, 3.4, 4.13). Press RETURN to read notes sequentially.
7. To end a session in a conference, issue the CLOSE command:
NOTES>CLOSE<cr>
8. To leave VAX Notes conferencing altogether, type EXIT and press RETURN:
NOTES>EXIT<cr>
9. Choose LOG OUT from the MAIN MENU to log out.

VMS-MAIL COMMAND SUMMARY	
A COMMAND TO ENTER "ONCE ONLY" THE FIRST TIME YOU CHOOSE ELECTRONIC MAIL	
MAIL>SET<sp>ED<sp>TPU<cr>	Changes the "editor" in VMS-Mail so that lines "wrap" when you type a message online.
SENDING MESSAGES	
MAIL>SEND/ED<cr>	Use to send a message.
MAIL>REPLY/ED<cr>	Use to send a reply to the author of a message you have just read.
MAIL>FORWARD/ED<cr>	Use to forward a message you have just read to someone else.
READING MESSAGES	
MAIL>DI<sp>NEWMAIL<cr>	Used to obtain a listing of new messages. Read messages sequentially by simply pressing RETURN, or read in priority order by entering number of message and then pressing RETURN. May type out DIRECTORY or abbreviate as DIR or DI.
MAIL>DI<sp>MAIL<cr>	Used to obtain a listing of messages you have already seen.
GETTING RID OF MESSAGES	
MAIL>DEL<cr>	Erases the message you have just read. May write out in full as DELETE or abbreviate.
MAIL>DEL/ALL<cr>	Erases ALL messages in a directory listing. Deleted messages are automatically moved into a folder called the WASTEBASKET and may be retrieved before you exit from the mail application using the DI<sp>WASTEBASKET<cr> command(See below)
ADDITIONAL VMS-MAIL COMMANDS. THESE ARE USEFUL FEATURES BUT ARE NOT ESSENTIAL.	
MAIL>MOVE<sp>[foldername]<cr>	The system automatically creates three mail "folders" for you: NEWMAIL, MAIL, and WASTEBASKET. This command lets you make additional folders. For example, you might want a folder called COPY to keep copies of messages you have sent to others.(e.g., use COPY in the place of [foldername] to create a mail "folder" called COPY). Example: MAIL>MOVE<sp>COPY<cr> Use also to move a SINGLE message into a designated folder.
MAIL>DI<sp>[foldername]<cr>	Provides a list of messages in a particular "folder" of mail.(e.g., DI<sp>COPY<cr> gets you a list of messages in COPY.
MAIL>DI/FOLDERS<cr>	Lists the names of your mail folders: MAIL, NEWMAIL, WASTEBASKET, and any other folders you have created.
MAIL>DI<sp>[foldername]/TO=[username]<cr>	Provides a list of messages sent from you "TO" others.
MAIL>DI<sp>[foldername]/FROM=[username]<cr>	Provides a list of messages sent to you "FROM" someone else.
MAIL>DI<sp>[foldername]/SINCE=31-OCT-1992<cr>	Asks the system to list messages you have already seen--and filed in a specific mail folder, SINCE a given date
MAIL>DI<sp>[foldername]/BEFORE=31-OCT-1992<cr>	Asks the system to list messages you have already seen--and filed in a specific mail folder, BEFORE a given date
MAIL>MOVE/ALL<sp>[foldername]<cr>	Use after the DI command. Moves ALL of the messages from a directory listing into the designated folder(e.g., the COPY folder).
MAIL>SEARCH<sp>"one or more words"<cr>	Use to "search" for a word or phrase in a directory of messages.
THE INTERNET: SENDING AND RECEIVING MESSAGES	
[NTXXXXX]@CLUST1.CLEMSON.EDU	To receive a message from someone on the InterNet: Substitute your username for NTXXXXX for your address.
TO: IN% "[Any valid InterNet Address]"	To send a message to someone on the InterNet: Precede address with IN% and enclose in quotation marks.

Contexts and Situations

in which the use of asynchronous, online conferencing can be especially valuable

1. Participants are widely disbursed geographically.
2. There are a large number of participants.
3. There are a large number of participants, widely disbursed geographically, and time and money for face-to-face meetings is at a premium.
4. There is a need to provide the participants with information--possibly from a number of different individuals or sources, or for participants to share information gathered independently with other members of the organization.
5. It is beneficial to the participants--and enhances the value of the information exchanged--for information to be shared among the entire group and for participants to be able to share personal knowledge which complements, enhances, or possibly contradicts information provided from usually reliable sources.
6. The information exchanged may be subject to different, but equally valid interpretations, by participants coming to it from different experiential or disciplinary perspectives, and the sharing of those different perspectives may enhance the value of the information. Taking the different perspectives into account in developing a solution to problem may be both politically expedient and a practical necessity.
7. It is beneficial to the group to maintain a written record of a discussion conducted in real time--or over a period of time--which can be reviewed and may be discussed further at a later date--not only by participants involved in the original meeting but by others who did not originally participate but whose involvement is needed.
8. A project involves a number of different individuals whose activities need to be coordinated and shared with other group members so that the objectives of the group as whole may be realized. Shared information may take the form of lesson plans, curricular frameworks, situation assessments, proposals, assessments, coordination of event calendars, and so forth.
9. In coordinating a project--such as a statewide conference, a curriculum guide, a book of short stories, it is important to know what has been accomplished by each individual and to know when individuals need information or assistance from other participants to complete assigned tasks.
10. It is useful--perhaps imperative--to be able to circumvent normally hierarchical communication channels--to disseminate information quickly to as many potentially affected individuals as possible(i.e., important meeting dates, proposal specifications and deadlines, calendar changes, regulation changes, official clarification of information, etc.).

Comment

One of the positive(possibly negative)effects of asynchronous, interactive conferencing is that it tends to flatten hierarchies, especially when such hierarchies are based at least in part on the ability of those "in charge" to control the access to and dissemination of information.

In non-interactive mode, it is an extremely cost-efficient way to disseminate information economically and at great speed to large numbers of individuals, or for a large number of individuals to share information gathered independently with other members of a group. It is of most value, however, when it is important that as many as possible of the participants in an organization or project be involved in and understand the steps involved and the information considered in arriving at some decision..

The ability of online conferencing to complement electronic mail, instructional television, and even point-to-point and point-to-multi-point interactive television has been largely unexplored by educators, as have been the instructional implications of an inexpensive, widely available technology that absolutely requires students who participate to read and understand written text and to communicate information and ideas in writing to someone far distant geographically from the author or from another culture.

Adapted from: Michael Rapaport. Computer Mediated Communications. New York: John Wiley, 1991.

ENTRY NAME of the VAX Notes Conference

(The "entry name" is usually short but can be complemented with a longer more descriptive "TITLE" *)

DISCUSSIONS within the VAX Notes Conference

(Discussion = Topic-Note + Associated Reply-Notes)

1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	n.0
1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1	n.1
1.2	2.2	3.2	4.2	5.2	6.2	7.2	8.2	n.2
1.3	2.3	3.3	4.3	5.3	6.3	7.3	8.3	n.3
1.4	2.4	3.4	4.4	5.4	6.4	7.4	8.4	n.4
1.5	2.5	3.5	4.5	5.5	6.5	7.5	8.5	n.5
1.6	2.6	3.6	4.6	5.6	6.6	7.6	8.6	n.6
1.7	2.7	3.7	4.7	5.7	6.7	7.7	8.7	n.7
1.8	2.8	3.8	4.8	5.8	6.8	7.8	8.8	n.8
1.9	2.9	3.9	4.9	5.9	6.9	7.9	8.9	n.9
1.10	2.10	3.10	4.10	5.10	6.10	7.10	8.10	n.10
1.n	2.n	3.n	4.n	5.n	6.n	7.n	8.n	n.n

A Schematic to Illustrate the "COMB STRUCTURE" of a VAX Notes Conference

VAX NOTES COMMAND SUMMARY	
TWO COMMANDS TO ENTER "ONCE ONLY" THE FIRST TIME YOU CHOOSE CONFERENCING.	
Notes>ADD<sp>ENTRY<sp>CLUST1::SCNET<cr>	Makes you a member of the conference called SCNET.
Notes>SET<sp>PR/AU=DI<cr>	Makes system "default" to a DIRECTORY display.
TWO COMMANDS TO ENTER "EACH TIME" YOU GO INTO CONFERENCING	
Notes>update<cr> <<<Using the UPDATE command is optional!>>>	Issue this command BEFORE you open a conference to see if new notes have been added to it since your last session.
Notes>Open<sp>[conferencename]<cr> (Type out in full as OPEN or abbreviate as O)	Lets you participate in a conference. Type out name of conference in full or use fir st letter(s).
READING NOTES IN A CONFERENCE	
Notes>DIrectory<cr> (Type out in full as DIRECTORY or abbreviate as DI)	The DIRECTORY command provides an overview. If you are participating in a discussion, this command provides a list of titles of other discussion topics within the conference.
Notes>DI<sp>*<cr>	Provides a listing of titles of ALL TOPICS in a conference BEGINNING WITH the first topic.
Notes>DI<sp>3.*<cr>	Provides a list of titles of EVERY NOTE within Discussion #3 BEGINNING WITH the first note in the topic.
Notes>DI<sp>3.45-3.55<cr>	Lists titles of notes 3.45 through 3.55
Notes>3.13<cr>	Lets you READ a note.
WRITING A RESPONSE IN A CONFERENCE	
Notes>REPLY<cr>	The REPLY command lets you write a note--or reply-- within a discussion.
<u>The Procedure for Entering a Note in a Discussion</u> 1. You must be reading a note in a discussion to write a reply(submit a note)in a discussion.. 2. Type REPLY and press the RETURN key on your keyboard. 3. The Screen will split, allowing you to read the beginning of the note to which you are writing a response. 4. At this point you may type your note--either online or by submitting a response you have prepared offline. 5. To "enter" what you have written, hold down the CONTROL key and press the letter, Z. 6. You will be prompted to enter a title for your note. Enter a short, succinct title. When you are done, press the RETURN key on your keyboard. 7. You will be asked if you are satisfied with your title. Press the RETURN key on your keyboard again. Your note will be automatically filed as the most current note(the last note)in the discussion 8. After a moment, the text of the note you have entered will appear on the screen for your review.	
Notes>WRITE<cr>	The WRITE command allows you to create a new TOPIC. Some conferences allow only conference moderators to create new topics.
Notes>SET<sp>NOTE/Title="string"<cr>	Lets you revise the title of a note you submitted--at any time.
Notes>DELe<cr>	Lets you "erase" the text of a note you submitted--at any time.
SENDING A PRIVATE MAIL MESSAGE WHILE YOU ARE PARTICIPATING IN A CONFERENCE (You must be at the MAIL> prompt to readMail messages, but you can send messages from within VAX Notes.)	
Notes>Send<cr>	Invokes VMS Mail. Lets you send a private message to another individual as if you were in MAIL. Using the SEND/AUTHOR command lets you send a message to the author of a note your are reading.
Notes>FORward<cr>	Invokes VMS Mail. Lets you FORWARD the note you are currently reading to another individual.. Lets you preface the note and even retile it before forwarding takes place.
Additional Useful Commands	
Notes>DI<sp>*/./SINCE=13-SEP-1992<cr>	Provides a list of titles of ALL NOTES in the ENTIRE conference submitted SINCE the date provided(Can also use "BEFORE").
Notes>DI<sp>*/./AUTHOR=[username]<cr>	Lists all notes submitted under a given "USERNAME"
Notes>SEARCH<sp>*. *<sp>"word or phrase"<cr>	Searches for a particular word or phrase.in the conference.
Notes>REPLY/LAST<cr>	Lets you "COPY" a note you have just written as a reply elsewhere in the conference.

ARTIST: A Conference supporting the Arts

Created: 10-MAR-1993 10:56

6 topics

Updated: 10-MAR-1993 11:05

Topic	Author	Date	Repl	Title
1	EUREKA::SCNET	10-MAR-1993	0	ARTIST: The Purpose of the Conference
2	EUREKA::SCNET	10-MAR-1993	0	MESSAGE BOARD
3	EUREKA::SCNET	10-MAR-1993	1	ROUNDTABLE: Discussion Forum
	EUREKA::SCNET	10-MAR-1993	3.1	Participating in Roundtable
4	EUREKA::SCNET	10-MAR-1993	1	FOCUS: Specific Issues
	EUREKA::SCNET	10-MAR-1993	4.1	Participating in FOCUS
5	EUREKA::SCNET	10-MAR-1993	1	RESOURCE EXCHANGE
	EUREKA::SCNET	10-MAR-1993	5.1	Participating in the EXCHANGE
> 6	EUREKA::SCNET	10-MAR-1993	0	THE LUMBER ROOM

<<< CUFAN_USERROOT:[SCNET]ARTIST.NOTE;1 >>>

<- ARTIST: A Conference supporting the Arts >-

Note 1.0 ARTIST: The Purpose of the Conference No replies
EUREKA::SCNET "SCNET" 44 lines 10-MAR-1993 10:57

ARTIST

The conference, ARTIST, has been created to provide a discussion forum, a common meeting ground, for educators interested in the arts.

ARTIST has been created at the request of--and will be supported by the ARTS IN BASIC CURRICULUM PROJECT, currently located 105 McLaurin Hall, Winthrop University, Rock Hill, SC 29733.

Participation in the conference of anyone interested in furthering the role of the arts in South Carolina is encouraged.

How the conference has been organized

Topic 1.0:	Conference Description(ARTIST)
Topic 2.0	Conference Message Board(MESSAGE BOARD)
Topic 3.0	Conference Discussion Forum(ROUNDTABLE)
Topic 4.0	Reserved for focused discussion(FOCUS)
Topic 5.0	Conference resource exchange(RESOURCE EXCHANGE)
Topic 6.0	Conference archives(LUMBER ROOM)
Topic n.0	Under construction or to be determined

You may obtain an overview of notes which have been submitted under any of the above topics by using the following basic command:

NOTES>di<space>[topic number].*<cr>

Ex: NOTES>di<space>3.*<cr>

To read any note, simply enter the number of the note and press the RETURN key on your keyboard:

Ex: NOTES>3.13<cr>

Note 2.0 MESSAGE BOARD No replies
EUREKA::SCNET "SCNET" 9 lines 10-MAR-1993 10:58

MESSAGE BOARD

The MESSAGE BOARD has been created to provide a place for posting announcements, memoranda, and other important messages.

Dated information will either be deleted or archived in The Lumber Room.

Note 3.0 ROUNDTABLE: Discussion Forum 1 reply

ARTIST: A Vax Notes Conference Supporting the Arts

Page 1

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ROUNDTABLE

ROUNDTABLE is the central discussion forum of the conference. It is the appropriate place for sharing information and concerns with one another and for discussing matters of interest or concern.

PLEASE make it a habit to check into ROUNDTABLE as frequently as possible to read what others have submitted and to contribute your own ideas and suggestions.

=====

The role of FOCUS(The next "topic" in the conference)

When an issue emerges from our general discussion that seems important and compelling enough to require extended discussion, or intense discussion for a short period of time, we will convene short, focused discussions on that issue in FORUM, the next topic in the conference.

||||| Note 3.1 ROUNDTABLE: Discussion Forum 1 of 1
EUREKA::SCNET *SCNET* 79 lines 10-MAR-1993 11:00

--< Participating in Roundtable >--

=====

PARTICIPATING IN ROUNDTABLE

OBTAINING AN OVERVIEW OF NOTE TITLES IN ROUNDTABLE

Review the titles of the comments in ROUNDTABLE using the following command:

Notes>DI<space>3.*/SINCE=1-JAN-1993<cr>

.....
Comment: In the illustration above, only notes submitted in ROUNDTABLE since 1-JAN-1993 will be listed.

READING A SPECIFIC NOTE IN ROUNDTABLE

To read a specific note in ROUNDTABLE, enter the "identification number" of the note and press the RETURN key on your keyboard:

Notes>3.77<cr>

To read the rest of the notes in ROUNDTABLE, in sequence, simply press the RETURN key after each note.

If you find yourself trapped in a long or boring note, type the command, NEXT, and press RETURN.

Notes>NEXT<cr>

WRITING A RESPONSE IN ROUNDTABLE

You must be reading a note in ROUNDTABLE to enter a note or "REPLY" in ROUNDTABLE.

When you are ready to enter a note, type the command, REPLY, and press return.

-Notes>REPLY<cr>

-The screen on the computer will split so that you can see part of the note you were reading when you pressed REPLY.

-You may now type your note or upload a note you have saved to disk.

-When you are ready to submit your note, hold down the CONTROL key and press the letter Z on your keyboard.

-You will be asked to provide a title for your note.

- Enter a short title and press the RETURN key on your keyboard.
- You will be asked if you are satisfied with the title.
- Press the RETURN key a second time.
- At this point, the note you have submitted will appear on the screen.

EDITING YOUR NOTE

Once you have submitted your note, you may not make changes to it; however, you CAN change the title of the note and you CAN simply erase the note and start over.

- To CHANGE THE TITLE of a note you have submitted, do the following:

Notes>SET<space>NOTE/TITLE="your new title"<cr>

- To ERASE a note you have submitted, do the following:

Notes>DELETE<space>NOTE<cr>

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|||||
Note 4.0                                FOCUS:Specific Issues                                1 reply
EUREKA::SCNET "SCNET"                                16 lines  10-MAR-1993 11:01
=====

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FOCUS

FOCUS has been created as a complement to ROUNDTABLE. We will use it to convene discussions on specific topics.

The topics for FOCUS discussions may emerge from conversations in ROUNDTABLE or be especially created to provide a place for us to engage in discussions with visiting scholars or those with expertise or special experience.

At the conclusion of a FOCUS discussion, the notes associated with that discussion may be moved, as a chronologically organized unit to the LUMBER ROOM or archived as a special topic within the conference.

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|||||
Note 4.1                                FOCUS:Specific Issues                                1 of 1
EUREKA::SCNET "SCNET"                                80 lines  10-MAR-1993 11:02

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--< Participating in FOCUS >--

PARTICIPATING IN FOCUS

OBTAINING AN OVERVIEW OF NOTE TITLES IN FOCUS

Review the titles of the most recent comments in FOCUS using the following command:

Notes>DIRECTORY<space>4.*/SINCE=1-DEC-1992<cr>

.....
Comment: In the illustration, only the titles of those notes entered in FOCUS(i.e., "discussion #4")since the first of December, 1992, will appear.

READING A SPECIFIC NOTE IN FOCUS

To read a specific note in ROUNDTABLE, enter the "identification number" of the note and press the RETURN key on your keyboard:

Notes>4.77<cr>

To read the rest of the notes in ROUNDTABLE, in sequence, simply

press the RETURN key after each note.

If you find yourself trapped in a long or boring note, type the command, NEXT, and press RETURN.

Notes>NEXT<cr>

WRITING A RESPONSE IN FOCUS

You must be reading a note in FOCUS to enter a note or "REPLY" in FOCUS.

When you are ready to enter a note, type the command, REPLY, and press return.

-Notes>REPLY<cr>

-The screen on the computer will split so that you can see part of the note you were reading when you pressed REPLY.

-You may now type your note or upload a note you have saved to disk.

-When you are ready to submit your note, hold down the CONTROL key and press the letter Z on your keyboard.

-You will be asked to provide a title for your note.

-Enter a short title and press the RETURN key on your keyboard.

-You will be asked if you are satisfied with the title.

-Press the RETURN key a second time.

-At this point, the note you have submitted will appear on the screen.

EDITING YOUR NOTE

Once you have submitted your note, you may not make changes to it; however, you CAN change the title of the note and you CAN simply erase the note and start over.

- 1 To CHANGE THE TITLE of a note you have submitted, do the following:

Notes>SET<space>NOTE/TITLE="your new title"<cr>

- 2 To ERASE A NOTE you have submitted, do the following:

Notes>DELETE<space>NOTE<cr>

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|||||
Note 5.0                                RESOURCE EXCHANGE                                1 reply
EUREKA::SCNET "SCNET"                  10 lines  10-MAR-1993 11:03
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=====
                                RESOURCE EXCHANGE
The purpose of the RESOURCE EXCHANGE is to provide a central place
in the conference where we can share knowledge and information,
where each of us can recommend books, articles, consultants,
sources of grant funding, project descriptions--and so forth--to
each other
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|||||
Note 5.1                                RESOURCE EXCHANGE                                1 of 1
EUREKA::SCNET "SCNET"                  81 lines  10-MAR-1993 11:04
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-< Participating in the EXCHANGE >-

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=====
                                PARTICIPATING IN THE RESOURCE EXCHANGE
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OBTAINING AN OVERVIEW OF NOTE TITLES IN RESOURCE EXCHANGE

Review the titles of the comments in RESOURCE EXCHANGE using the following command:

Notes>DI<space>5.*/SINCE=1-JAN-1993<cr>

.....
Comment: In the illustration above, only notes submitted in
ROUNDTABLE since 1-JAN-1993 will be listed.

READING A SPECIFIC NOTE IN RESOURCE EXCHANGE

To read a specific note in RESOURCE EXCHANGE, enter the "identification number" of the note and press the RETURN key on your keyboard:

Notes>5.77<cr>

To read the rest of the notes in RESOURCE EXCHANGE, in sequence, simply press the RETURN key after each note.

If you find yourself trapped in a long or boring note, type the command, NEXT, and press RETURN.

Notes>NEXT<cr>

WRITING A RESPONSE IN RESOURCE EXCHANGE

You must be reading a note in RESOURCE EXCHANGE to enter a note or "REPLY" in RESOURCE EXCHANGE.

When you are ready to enter a note, type the command, REPLY, and press return.

-Notes>REPLY<cr>

-The screen on the computer will split so that you can see part of the note you were reading when you pressed REPLY.

-You may now type your note or upload a note you have saved to disk.

-When you are ready to submit your note, hold down the CONTROL key and press the letter Z on your keyboard.

-You will be asked to provide a title for your note.

-Enter a short title and press the RETURN key on your keyboard.

-You will be asked if you are satisfied with the title.

-Press the RETURN key a second time.

-At this point, the note you have submitted will appear on the screen.

EDITING YOUR NOTE

Once you have submitted your note, you may not make changes to it; however, you CAN change the title of the note and you CAN simply erase the note and start over.

-To CHANGE THE TITLE of a note you have submitted, do the following:

Notes>SET<space>NOTE/TITLE="your new title"<cr>

-To ERASE a note you have submitted, do the following:

Notes>DELETE<space>NOTE<cr>

THE LUMBER ROOM

In my grandmother's house a room in the attic was set aside as "the lumber room." It was a place to put things that "might be needed" by someone sometime in the future--things that were too good to throw away. The lumber room was a magic place where treasures lay, waiting to be unearthed by intrepid explorers.

It was not until I visited a beautiful old home in Newberry that I learned the origin of the phrase, "the lumber room." The old house had beautifully shaped moldings, fireplaces framed with intricately carved and shaped pieces of wood, burnished wooden bannisters--all individually shaped by craftsman who died long ago. A storage room had been set aside at the time the house was built to hold "bits and pieces" of lumber that could be used to repair the house, forms that could be used to replicate the original moldings, brass locks and keys, and other things.

The Role of the Lumber Room in the Conference

It is in this sense that we have named the place where we will archive bits and pieces of this conference, THE LUMBER ROOM. It is a place where we will move bits and pieces of conversations, information that is no longer current--but might be of value to someone sometime in the future. Portions of ROUNDTABLE will be moved here to make our current discussions more accessible.

AND, we will use the lumber room as a place where we can pull together "chunks" of our thinking that seem to us to signal emerging understandings of instruction and learning that may need to be retrieved and used for more focused discussion.

BUT, this is truly going to BE a lumber room. Look here for treasures hidden in disarray and cobwebs--for the intellectual equivalents of the five dollar gold coin and dusty compass I found one Saturday in December, many many years ago in my grandmother's attic.

**SETTING UP A NEW SCNET USERNAME
CUFAN ACCT #C0318XXX
SUGGESTED STANDARD PROCEDURE**

1	LOG ON USING YOUR OWN USERNAME	Log on as you normally would
2	\$>SET<->HOST<->0<cr>	Allows you to log on a second time as a "newuser"
3	USERNAME:<NTXXXXX> PASSWORD:<C0318XXX>	Log in under new user's name. ACCOUNT NUMBER IS INITIAL PASSWORD.
4	NEWPASSWORD:<SCNET> VERIFICATION:<SCNET>	Set up password and verify
5	6<cr>	Chose UTILITIES
6	2<cr>	Choose SYSTEM "\$"
7	\$>MAIL<cr>	Enter MAIL from "\$"
8	MAIL>SET<->PERSONAL_NAME<->"DAFFY DUCK"<cr>	Set personal name in MAIL
9	MAIL>SET<->CC_PROMPT<cr>	Set carbon copy prompt
10	MAIL>SET<->COPY_SELF<->SEND<cr> MAIL>SET<->COPY_SELF<->REPLY<cr> MAIL>SET<->COPY_SELF<->FORWARD<cr>	Set copy_self parameters to make copies of messages sent, replied to, or forwarded to others
11	MAIL>SET<->EDITOR<->TPU<cr>	Set TPU as editor for MAIL
12	MAIL>EXIT<cr>	Exit from MAIL
13	\$>NOTES<cr>	Enter NOTES from "\$"
14	NOTES>ADD<->ENTRY<->0::SCNET/CLASS=NET<cr> NOTES>SET<->PROFILE/CLASS=NET<cr>	Add SCNET Conference to notebook and make its default class= NET
15	NOTES>ADD<->ENTRY<->0: [CONFERENCE NAME]<cr> <i>Comment: OPTIONAL! Personalize for specific users as desired.</i>	Add selected conference to notebook
16	NOTES>SET<->PROFILE/AUTOMATIC=DIRECTORY<cr>	Set NOTES to open to DIRECTORY
17	NOTES>SET<->PROFILE/PERSONAL_NAME="DAFFY DUCK"<cr>	Set personal name in NOTES
18	NOTES>EXIT<cr>	Exit from NOTES
19	\$>LOG<cr>	Log out as "newuser"
20	\$>LOG<cr>	Log out as yourself OR return to item #2 and do again for another newuser.

This is the standard procedure which should be used to set up ALL new members of the SCNET.
The conference called SCNET contains "linked notes" that simplify joining new conferences.
An experienced SCNET user should do the initial set up for the new user!

Annual Report
to
BellSouth Foundation

Project REACH
Telecommunications Grant
(1 July 1992—1 April 1993)

ATTACHMENT #D

Contents:

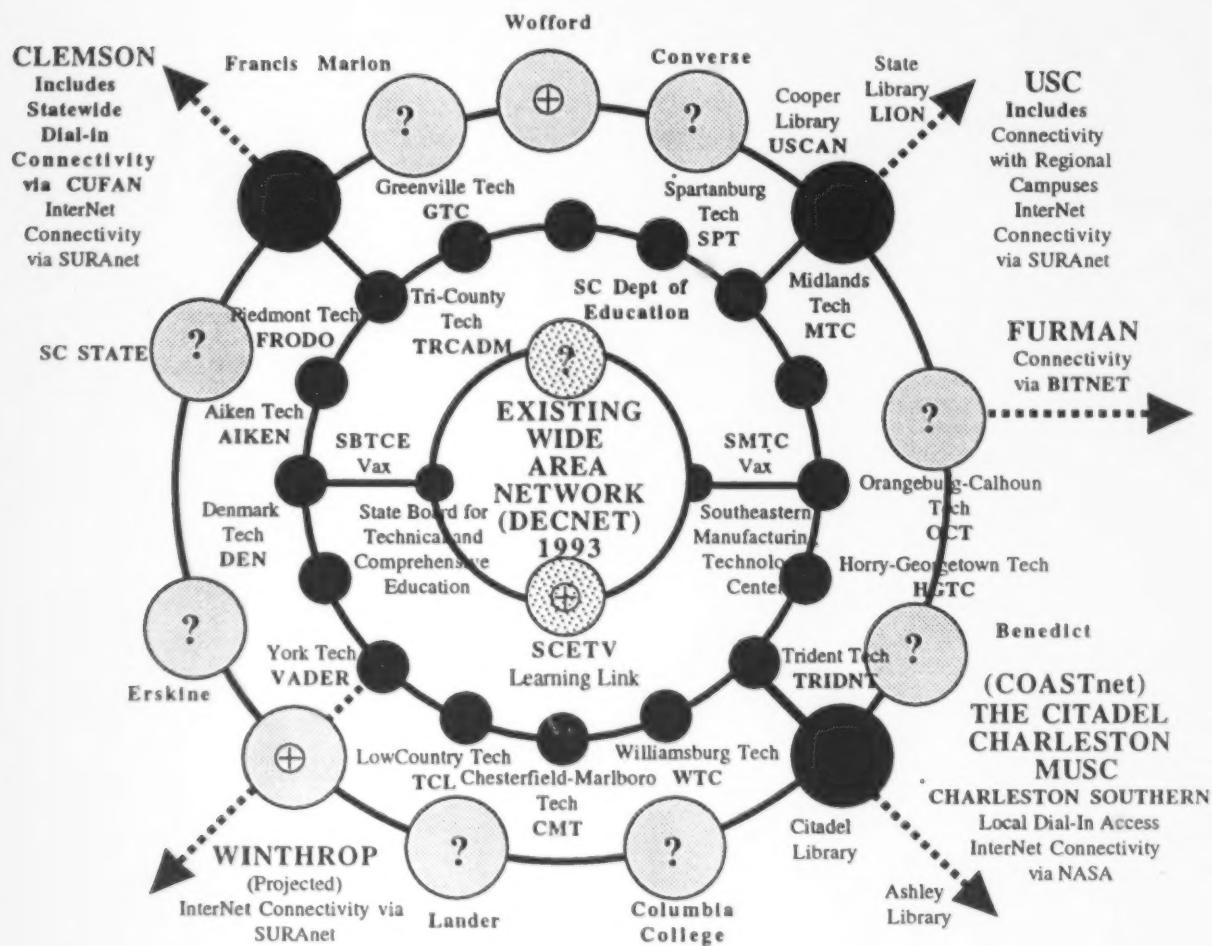
This attachment contains materials which illustrate the scope and the potential of a "wide area network" based upon Digital Equipment Corporation's DECnet protocol which links many of our colleges, universities, and technical colleges.

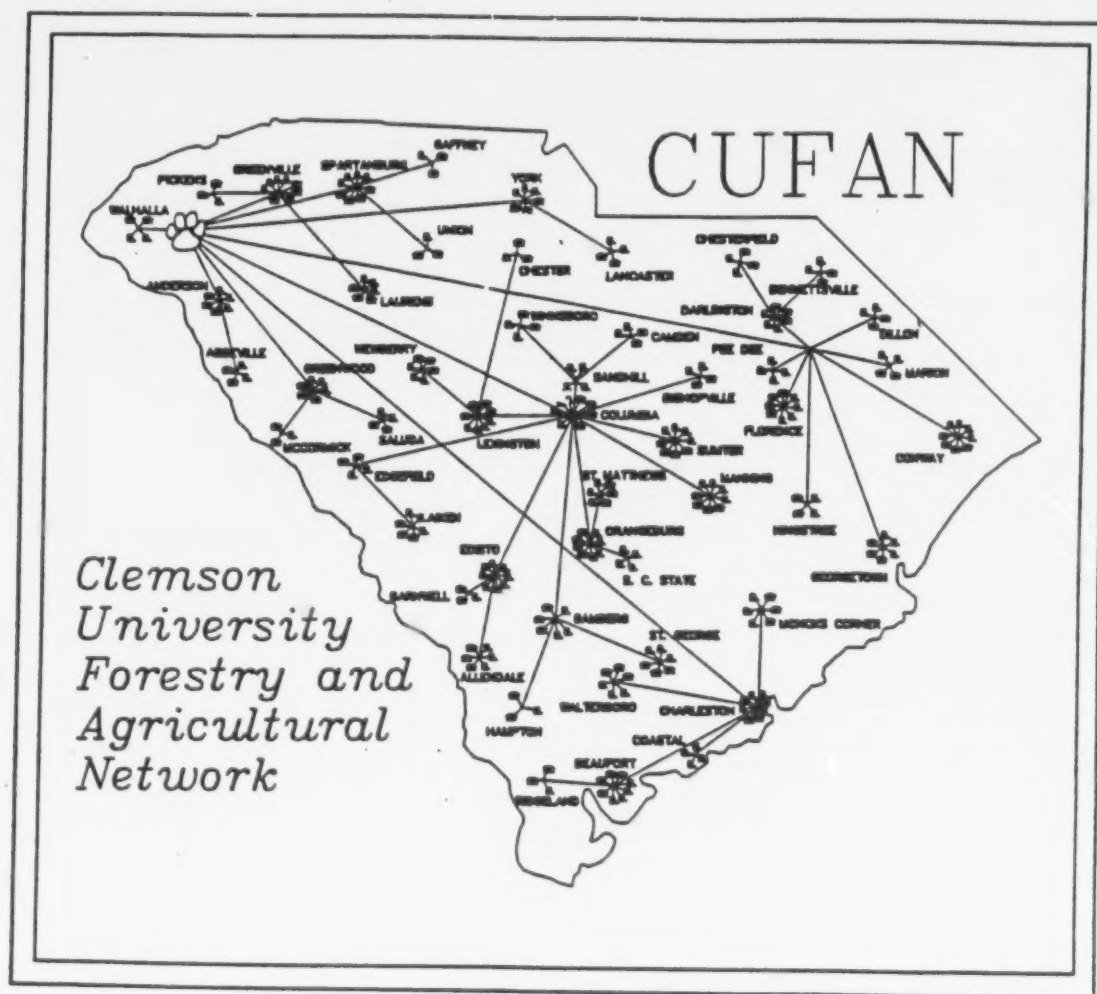
A schematic diagram of the status of the wide area network is included, together with a listing of DECnet gateways—which provide our participants with access to library resources at Clemson, USC, Citadel, Charleston, and the State Library collection.

An instruction sheet is included which illustrates the process of logging on to one computer and "setting host" to another computer. This procedure is what has made possible our ability to use training facilities at USC to conduct "real time" cleanly connected training on computers at Clemson University and at the State Board for Technical and Comprehensive Training.

Training in online conferencing can be conducted in such a manner from ANY of the DECnet nodes, so long as the initial host computer has installed VAX Notes. The initial host does not have to support conferences to be used both as a training site and as a place from which VAX Notes conferences running elsewhere on the net can be accessed.

Status of "Potential" Statewide Telecommunications Network as of 1 April 1993





TECHNET NODE ADDRESSES

The following represents nodes defined on the state office WAN as of 14 August 1991. An asterisk (*) preceding a node name indicates the node for email as defined in the state office message router. The three character ID's enclosed in parentheses may be used as part of an email address.

Node	Node Name	Node Location
1.1	PRISM	Clemson University
1.2	EUREKA	Clemson University
1.4	*HUBCAP	Clemson University
1.101	GEMINI	Clemson University
1.111	*CLUSTI	Clemson University
3.1	ITC	Clemson University
6.1	*AIKEN	Aiken Technical College (AIK)
7.5	SAM	Piedmont Technical College
7.80	*FRODO	Piedmont Technical College (PED)
9.23	*CMT	Chesterfield-Marlboro Technical College (CHM)
10.2	AVAX	Trident Technical College
10.3	IVAX	Trident Technical College
10.99	*TRIDNT	Trident Technical College (TRD)
11.1	PANDA	Greenville Technical College
11.2	YOGI	Greenville Technical College
11.3	BOOBOO	Greenville Technical College
11.25	*GTC	Greenville Technical College (GVL)
12.2	*OCTI	Orangeburg-Calhoun Technical College (ORG)
14.2	*DEN78s	Denmark Technical College (DEN)
15.1	*STC2	Spartanburg Technical College (SPT)
16.1	*FDTC	Florence-Darlington Technical College (FLO)
19.1	BEACH	Horry-Georgetown Technical College (HOR)
19.2	*HGTC	Horry-Georgetown Technical College
21.1	*SAT	Sumter Area Technical College (SUM)
21.3	ISAC	Sumter Area Technical College
22.1	MTC1	Midlands Technical College
22.2	*MTC2	Midlands Technical College (MID)
22.4	MTC3	Midlands Technical College
22.5	MTC5	Midlands Technical College
29.1	*TCL	Technical College of the Lowcountry (TCL)
31.1	TRCTEC	Tri-County Technical College
31.2	*TRCADM	Tri-County Technical College (TRC)
34.2	*WTC	Williamsburg Technical College (WIL)
36.13	MAX	York Technical College
36.14	YORK	York Technical College
36.99	*VADER	York Technical College (YRH)
36.133	SPOCK	York Technical College
38.1	*SBTCE	State Office (SBT)
38.10	TECGW1	DOE/EDC SNA Gateway
38.11	SBMVAX	DOE/EDC
61.500	SMTCOO	USC--SMTC
61.516	SMTCI6	USC--SMTC
61.517	SMTCI7	USC--SMTC
61.521	SMTC21	USC--SMTC
61.522	SMTC22	USC--SMTC
61.523	SMTC23	USC--SMTC
61.550	SMTCSO	Greenville Technical College--SMTC
61.551	SMTCSI	Greenville Technical College--SMTC
61.552	SMTCS2	Greenville Technical College--SMTC
61.553	SMTCS3	Greenville Technical College--SMTC
61.554	SMTCS4	Greenville Technical College--SMTC
61.555	SMTCSS	Greenville Technical College--SMTC
61.571	SMTC71	Midlands Technical College--SMTC
61.572	SMTC72	Midlands Technical College--SMTC
61.573	SMTC73	Midlands Technical College--SMTC
61.574	SMTC74	Midlands Technical College--SMTC
61.575	SMTC75	Midlands Technical College--SMTC
62.1	USCCSD	USC--Computer Output Microfilm services
62.2	*SCSLVX	State Library (LION) (housed at USC CSD)

SUMWALT 203 LABORATORY PROCEDURE SHEET FOR SETTING HOST TO CUFAN

KEY TO ABBREVIATIONS

a. Type only boldface; b. Do NOT type the greater than/less than symbols (i.e.,
< or >); c. <-> = Type a SPACE; d. <cr> = Press RETURN

I. PROCEDURE FOR LOGGING ONTO THE MV3800	
?	Enter username> <anything><cr>
1	Local> Connect<->MV3800<cr> MV3800 - Engineering VAXCluster Node V5.4-3
2	Username: <scnet1><cr> (Assigned usernames for the MV3800=scnet1,scnet2,scnet3 ...scnet20)
3	Password: <sumwalt><cr> (All of the usernames for the MV3800 have the common password, sumwalt)
<---<Now we are going to transport ourselves from the MV3800 to a VAX computer at Clemson and log on for a second time>>	
4	\$><set><-><host><-><clust1><cr>
II. PROCEDURE FOR LOGGING ONTO THE CLEMSON COMPUTER	
1	Username: <ntXXXXXX><cr> Password:<scnet><cr> (If you have an active password, other than "scnet" use it; otherwise, all usernames will have been set to the common initial password, SCNET.)
2	CUFAN Menu Screen should open
3	Choose 1 Electronic Mail and press <cr> WAIT FOR INSTRUCTIONS ON VMS-MAIL
4	Choose 3 Conferencing from menu and press <cr> WAIT FOR INSTRUCTIONS ON VAX- NOTES
5	Choose 7 Log Out from menu and press <cr>

Local Area Modem Numbers for Richland County have been changed, as has the CUFAN 800 number

RICHLAND CO MODEM #'S	LEXINGTON CO MODEM #'S
929-6037	957-3280
929-6038	957-3293
929-6039	957-3302
929-6040	957-3305
929-6041	
929-6042	
CUFAN 800#: 1-800-868-2359	

SUMWALT 203 PROCEDURE SHEET

SBTCE LOGON INSTRUCTIONS

a. Commands are in boldface type.;b. Do NOT type the greater than/less than symbols(i.e., < or >);. <sp> = Type a SPACE;d. <cr>= Press RETURN

LOGGING ONTO THE MV3800 VAX ON THE USC CAMPUS	
0	Enter username><anything><cr>
1	Local> Connect <sp> MV3800 <cr> MV3800 - Engineering VAXcluster Node V5.4-3
2	Username: <SCNET1><cr> <<< MV3800 assigned UserNames are as follows: SCNET1...SCNET13 ...SCNET20>>>
3	Password: <SUMWALT><cr> <<<The MV3800 assigned UserNames share a common password: SUMWALT>>>
<<<Now we are going to transport ourselves(i.e. "set host") to "SBTCE"--the technical school computer -- and log onto it. You should be able to follow this procedure after logging on from YOUR school's VAX.>>>	
0	\$><SET><sp><HOST><sp><SBTCE><cr>
LOGGING ONTO SBTCE(THE TECHNICAL SCHOOL VAX)	
1	USERNAME: <NOTES01><cr> <<<SBTCE assigned UserNames: NOTES01...NOTES13 ...NOTES20>>>
2	PASSWORD:<SCNET><cr> <<<SBTCE assigned UserNames share a common initial password: SCNET>>> <<<Main Menu on SBTCE Computer will appear.>>>
3	Enter number for Electronic Mail and press RETURN <<<The MAIL prompt should appear>>> MAIL> WAIT FOR INSTRUCTIONS ON VMS-MAIL
4	Enter number for VAX Notes conferencing and press RETURN <<<The VAX NOTES prompt should appear>>> NOTES> WAIT FOR INSTRUCTIONS ON VAX-NOTES
5	\$><LOG><cr> <<<To log off the system. Will need to do this TWICE>>>

The local area modem numbers for Richland County are NEW numbers!

RICHLAND CO MODEM #'S	LEXINGTON CO MODEM #'S
929-6037	957-3280
929-6038	957-3293
929-6039	957-3302
929-6040	957-3305
929-6041	
929-6042	
CUFAN 800#: 1-800-868-2359	

REACH Office of Telecommunications, English Department, USC, Columbia, SC 29208

19 September 1992

Judy Pilgrim, CUFAN Coordinator
210 Barre Hall
Clemson University
Clemson, SC 29634-0310
FAX: 803-656-3608

Dear Judy:

Thanks for the help you and Diana Haynes provided in helping me prepare for the inservice with the Professional Development School Consortium on September 17, 1992.

I was able to set up passwords, mailboxes and notebooks for virtually every participant before the inservice. Three professors from the College of Engineering, nine professors from the College of Education, Karen Woodfaulk from the Commission on Higher Education, and teacher-scholars from all eleven BellSouth Scholar Schools participated. Four of the participants were part of a Professional Development School initiative last year, and are included with the list of thirty or so usernames Dr. Winecoff has asked be reset to the PDS account number so that I can set them up as well.

All of the participants successfully exchanged mail messages, learned to read notes, and successfully submitted notes introducing themselves to other discussants--complementing the cadre of teachers who participated in the NEH TEACH Institute on Southern Literature at Clemson this summer. The NEH teachers will be active participants--with every REACH teacher-- in the "Transforming Stories for Many Voices" conference we began with our training session at Clemson in June. It's the laughter that lets you know when things are cooking--and there was a lot of laughter Thursday evening!

Troy Travis, Network Manager for the College of Engineering, has created a training lab for me that will allow me to train up to twenty(20) participants simultaneously. He has established connections between the lab and Clemson: We log onto a VAX at USC temporary usernames; then "set host" to Clemson, log on there, and conduct training as easily as if we were on the Clemson campus. Connections were reliable and just as fast!

With the availability of the training facility, we will now be able to begin to fulfil the cooperative partnership with Clemson suggested by Dr. Jim Rex and Dr. George Reeves in our meeting with deans at USC last year. USC will be available to provide training for members of "the net" using USC facilities.

Now that training facilities are finally available, I can in good conscience offer to provide training for the South Carolina Writing Project, Writing Improvement Network, School Librarians Association, Twelve Schools Project, and other effective schools initiatives.

Before this last year of my BellSouth grant expires, I should finally be able to provide the level of training and technical assistance for the teachers in these groups that will empower them to make active and substantive use of the network. I've just finished site visits with some excited teachers at Dreher High, Lexington High, and Gilbert Elementary. Thanks to CUFAN and the DCIT for all the help you have provided. Look forward to at least another year of the same.

Respectfully,

S. Kemble Oliver, III, Ph.D.
REACH Office of Telecommunications
English Dept, USC, Columbia, SC 29208
E-Mail: SCNET@CLUST1.CLEMSON.EDU
FAX: 803-777-9064

CC: Those who are supporting our efforts to build "the net"

**Annual Report
to
BellSouth Foundation**

**Project REACH
Telecommunications Grant
(1 July 1992—1 April 1993)**

ATTACHMENT #F

Contents:

**This attachment contains reprints of
annual reports submitted to the
BellSouth Foundation, sans
attachments, between 1989 and 1992**

**Project REACH
Office of Telecommunications and
Instructional Technology**

**Annual Report
1991-1992**

Submitted on April 1, 1992, to:

Leslie Graitcer, Program Manager
BellSouth Foundation, Room 7H08
1155 Peachtree Street, N.E.
Atlanta, Georgia 30367-6000
(404)249-2396
FAX: (404)249-5599

Submitted by:

Kemble Oliver, Director
Project REACH, Office of Telecommunications
English Department, University of South Carolina
Columbia, South Carolina 29208
(803)777-5992

**Project REACH
ANNUAL REPORT
1991-1992**

**Office of Telecommunications
English Department, University of South Carolina
Columbia, South Carolina 29208**

Introduction

REACH Office of Telecommunications:

In the spring of 1989, the BellSouth Foundation awarded Project REACH(Rural Education Alliance for Collaborative Humanities)a grant of \$197,500, to be used over a four-year period to fund the REACH Office of Telecommunications. The REACH initiative at the University of South Carolina is based in the Center for Computers and Writing. Funding from BellSouth Foundation was to be used to accomplish two major objectives:

- (1) First, the funds were to be used to develop an experimental computer network linking rural schools affiliated with the Rural Educational Alliance for Collaborative Humanities.
- (2) Second, the funds were to be used to promote the development of an inclusive, statewide electronic community for students, teachers, educators--anyone interested in working to improve education in South Carolina.

The director of telecommunications also directs the Center for Computers and Writing at the University of South Carolina and is responsible for teaching classes within the Department of English. The Department of English pays approximately one-third of the director's eleventh-month salary and provides from department funds the equivalent financial support for telephones, postage, and supplies as is provided other faculty members within the department.

Financial Report: Dr. Randy Akers, Director of the South Carolina Humanities Council, serves as the fiscal agent for all Project REACH activities. Jack Blodgett, Executive Director of Reach, will provide a comprehensive financial report at the end of the project's fiscal year, together with a projected budget for the 1992-1993 grant period.

**I. Status Report
Project REACH Schools(1991-1992)**

School Name	New school?	Attended regional training?	Online?
Andrews High School			Yes
Alice Drive Elementary School			Yes
Bowman High School <Are "about ready" to get started again>			
Beck Middle School <CHART focus school>			Yes
Branchville Elementary School <Cross-Age Tutoring>			Yes
Branchville High School			Yes
Clinton High School			Yes
Daniel High School		Onsite	Yes
Denmark-Olar Elementary School			Yes
R.C. Edwards Junior High School			Yes
Estill High School <Equipment problems>		Yes	
Estill Middle School <Cross-Age Tutoring>	Yes	Yes	Yes
Great Falls Middle School <CHART focus school>	Yes	Yes +Onsite	Yes
Green Sea Floyds High School <CHART focus school>		Yes	Yes
Hunter-Kinard-Tyler High School			Yes
Irmo-Middle School/Campus R		Yes +Onsite	Yes
Jasper High School			Yes
Kingstree High School			Yes
Lincoln High School	Returned to REACH fold!	Yes	Yes
Liberty High School <No equipment. See earlier report>			
Marshall Elementary School <CHART focus school>	Yes	Yes	Yes
McCormick Middle School		Yes	Yes
McCormick Arts Council at the Ketura			Yes
Morningside Middle School		Yes	Yes
Mt. Pleasant High School <No equipment to connect>		Yes	
Newberry High School		Yes	Yes
Orangeburg-Wilkinson High School	Yes	Yes	Yes
Pendleton Junior High School	Yes	Yes	Yes
Pickens High School			Yes
Saluda High School			Yes
South Carolina School for the Deaf <Just obtained necessary equipment>			
St Johns High School		Yes	Yes
Union High School			Yes
Whitesides Elementary School <CHART focus school>	Yes	Onsite	Yes
Wren Middle School			Yes
York Comprehensive High School		Yes	Yes

II: Status Report

SC Network for Educational Telecomputing(1991-1992)

The alliances we have been able to form with other organizations in South Carolina have allowed us to provide greatly expanded training. Sixty-eight(68) of the 92 school districts in South Carolina, including more than 400 schools, now participate in the SCNET. Virtually all four year colleges in South Carolina have someone on their faculty with membership in the SCNET. It cannot be stressed too strongly, however, that the de facto state network we have created exists, at least in large part, because the cost of virtually all online connect time has been assumed by sponsoring organizations.

The SCNET is in existence today primarily as a result of direct or indirect financial support from CUFAN, REACH, Dr. Bob Snelsire's contractual arrangement with SCUREF, support of the Center for School Leadership using state funds allocated to it by the Commission on Higher Education, and the Writing Improvement Network and South Carolina Writing Project. Unless we do find a source of stable funding for the network, and soon, the current financial crunch may wash away what we have built during the next high tide.

To date, no state funds have been appropriated to provide for continuing online connection charges. To date, the South Carolina Department of Education has made no public commitment to support the SCNET or to use it for official communications; however, funds have been committed by the Department for the 1992-1993 school year--pending legislative approval--to provide free access to every school library/media center in South Carolina.

Comment: An addendum to the annual report has been forwarded under separate cover containing a special, administrative sorting of the directory of the SCNET, current as of March 1, 1992. In addition, A state map of the school districts of South Carolina follows this page. It provides a simple, district-level overview of the involvement of educators in the state in the SCNET.

- This month the board of directors of the South Carolina Association of School Librarians voted to use the SCNET to support their intra-organizational communications. Each of the 25 members of the statewide board of directors has been provided a membership on the SCNET. Each has been mailed a users manual. Training will be arranged for them this summer, although most have indicated that they feel they will be able to come online with the help provided in the most recent edition of A Place to Begin.
- Bob David, Director of Innovative Technology and Staff Development with the SC Technical Education and Development Board, has requested VAX Notes training this spring from the SCNET for members of the technical college network.
- Plans are being formulated to provide SCNET training for teachers in a Tech Prep consortium now being formed in the Pee Dee(Florence 1,2,3,4,5, Marion 1,2,3,4, Darlington).
- Dr. Joseph Delaney, Superintendent of Schools in Marlboro County, has requested an application and has indicated his intention to request membership in the SCNET. Marlboro County is one of the larger school systems in the Pee Dee region.

In addition to the above, a committee has recently been formed at Clemson University by all standing Deans within the College of Agriculture to evaluate the future of CUFAN and the state telecommunications network. Dr. Dewitt Stone, representing the Office of the Provost, is on the committee. Dr. Chris Duckenfeld, Vice Provost for Computing Services, and Dr. Dave Bullard, Program Manager for Computing Services, are on the committee. Pamela Pritchett, Director of the Office of Instructional Technology Development at the State Department of Education is on that committee. Dr. Stone has recommended the appointment to the committee of Jack Blodgett, Executive Director of Project REACH, and Dr. Ken Kyre, representing the State Board of Technical and Vocational Education.

The state conference of the Association of School Librarians meets at the end of this week. A survey is being made, at the request of the Department of Education, to try to gauge the effect on the SCNET if every school library/media center were to be given FREE, UNLIMITED access to electronic mail, conferencing, and online information retrieval from public databases(Survey form is attached).

III.Regional Training Workshops (1991-1992)

During the spring and fall of 1991, training in VMS Mail and VAX Notes was provided to more than 600 educators, geographically distributed across the state of South Carolina..

Alliances with the South Carolina Center for the Advancement of Teaching and School Leadership(SCCATSL), Dr. Robert Snelsire at Clemson University(SCUREF), and the state Writing Improvement Network(South Carolina Writing Projects) enabled the SCNET to provide intensive training for over 500 teachers and other educators during the spring and fall of 1991. SCCATSL and SCUREF funds covered most participants' travel, substitute teacher pay, food, and during our days of training, and the rental of a van to transport computers to regional training sites in Florence and Orangeburg. BellSouth funds were used to provide small honorariums for Judy Pilgrim to cover her work after normal working hours, to pay for the printing of training materials, and to cover my personal travel expenses. For the most part, Judy Pilgrim provided the training in electronic mail and I provided the training in VAX Notes, although I filled in for her when she could not be present and she, for me, when I was unavailable.

BellSouth funds were used to pay for the travel and subsistence for a group of "master" science teachers who will be developing curricula materials for South Carolina Educational Television and the Office of Instructional Technology Development within the South Carolina Department of Education. All of the regional consultants of the Office of Instructional Technology Development participated in that training. They are now providing technical assistance to schools in their respective regions of the state in setting up equipment and coming online. The SCNET will be working with the OITD in helping bring up the various Tech Prep consortia around the state.

Clemson, May 8, 9, 1991

Intensive two-day inservice training in electronic mail and VAX Notes was provided to more than one hundred teachers and administrators from 46 elementary, middle, and secondary schools at Clemson University in two one-day sessions on May 8 and May 9. Training responsibilities were shared by Judy Pilgrim with CUFAN, Dr. Benny Coxton with the SC Center for the Advancement of Teaching and School Leadership, and Dr. Kemble Oliver with Project REACH. SCCATSL paid all travel expenses for their schools, provided each school with a 2400 baud modem and telecommunications software, and will pay all telecommunications costs for the schools. REACH, using BellSouth funds, provided training materials for all participants.

Clemson, October 8,9, 10, 1991

Intensive one-day institutes in VMS Mail and VAX Notes provided(More than 500 teachers and other educators were ultimately involved in at least one-day of inservice training).

Florence, October 15, 16, 1991

Intensive one-day institutes in VMS Mail and VAX Notes provided(More than 500 teachers and other educators were ultimately involved in at least one-day of inservice training).

Orangeburg, October 22, 23, 24, 1991

Intensive one-day institutes in VMS Mail and VAX Notes provided(More than 500 teachers and other educators were ultimately involved in at least one-day of inservice training).

Clemson, November 5, 6, 7, 1991

Intensive one-day institutes in VMS Mail and VAX Notes provided(More than 500 teachers and other educators were ultimately involved in at least one-day of inservice training).

Florence, November 19, 20, 1991

Intensive one-day institutes in VMS Mail and VAX Notes provided (More than 500 teachers and other educators were ultimately involved in at least one-day of inservice training).

Orangeburg, December 3, 4, 5, 1991

Intensive one-day institutes in VMS Mail and VAX Notes provided (More than 500 teachers and other educators were ultimately involved in at least one-day of inservice training).

Orangeburg, December 6, 1991

All day, intensive training in VMS Mail and VAX Notes for Texaco Science Institute, including 14 "master" science teachers from across South Carolina, SCETV personnel, OITD regional field consultants, and the coordinator of regional assistance with the OITD. Seven, subject-specific, VAX Notes science conferences established to support the institute which is to ultimately involve 120 "master" science teachers from across South Carolina.

Projected telecommunications training at USC:

The Mac Classroom at USC has not yet been connected to the University backbone. All Macintosh computers in the classroom have been moved to Room 417, where a much larger classroom lab, supporting 26 Macintosh computers can be accommodated. By the summer of 1992 it is projected that 8 to 12 Macintosh computers will be returned to the Mac Classroom where they could be made available to support telecommunications training classes.

The Chair of the English Department, Dr. Bert Dillon, freed me from teaching responsibilities for the spring semester of 1992, so that I would be able to continue development of the SCNET.

Forced cancellation of training for the Writing Improvement Network, Columbia, December 19, 1991:

A full day of training for directors, co-directors, and regional consultants of the South Carolina Writing Project and Writing Improvement Network was planned for December 19, 1991. The training had to be cancelled two days before it was to occur when we found that the phone connections the Sheraton Hotel had told us, on three separate occasions, were available in their Newberry Room did not exist. Arranging for teachers to be released for the day of training took us over a month of planning. Cancelling the session required two days of phone calls.

Attempts to salvage the workshop were unsuccessful: When we called Southern Bell to see if we could arrange five phone connections for one day of training, we were told it would cost in excess of \$1,500 to provide the five connections for one day.

Telecommunications training at USC, January 9, 1992:

An initial training session for educators involved with the Professional Development School consortium of the University of South Carolina School of Education was provided in the late afternoon of January 9, 1992. Tracy DuBay, Dr. Ed Dickey, Dr. Fred Splitgerber, and I worked with small groups in initial training in electronic mail. PDS has scheduled no additional training to date.

Summary and Critique of Training and the CUFAN Network

Best Laid Plans:

The regional training sessions snowballed. Original plans were to provide three chronologically distanced days of training for a small group of teachers, each day of training to be progressively more advanced than the next. What happened was that teachers from the 85 Associate Schools with the South Carolina Center for School Leadership, excited about the first day of training, returned for a second day of training bringing friends. Dr. Bob Snelsire's network of science and mathematics educators simply grew. Teachers from Project REACH added to the crew of trainees. Some days training went smoothly. Other days, usually when we had teachers

doubled or tripled up on a computer monitor, everything went wrong. If mistakes could be made in training, we generally made them twice.

Something must have worked, however. According to Dr. Dewitt Stone at Clemson University, as of the end of January, members of the SCNET have generated more than 2,500 hours worth of online charges at an online cost in excess of \$20,000.. In December, Jack Blodgett, Executive Director of REACH, carried bulky printouts of two of the VAX Notes conferences currently active on the SCNET to Patricia Willis to document the growing use of the network by teachers and students. When the DRBOB conference was brought online last month, 259 students signed on the first week to introduce themselves to each other. Use of the network is beginning to heat up, even though--unlike the networks in Georgia, Virginia, and Texas--use of the network costs nine dollars an hour--nearly three dollars an hour more than Online America, with its extensive forums and libraries of information.

The IBM Portables:

If activity on the SCNET is to increase, regional training sites within easy driving range of teachers and other educators is imperative. Nearly a decade ago, Clemson purchased 16 IBM Portable Computers. These are ancient, 8088 microprocessors weighing nearly 40 pounds apiece. Combined with a high-speed modem, ProComm, a mux, a medusa-like snarl of phone cables, and a connection to the CUFAN leased line network, these ancient machines are the only computers available for providing training on the SCNET in a lab situation. Power supplies for the machines and their CRT displays have seen better days. Moreover, the machines are so bulky that a van must be rented to transport them from one location to another.

The CUFAN Host Computer:

The VAX 8600(Eureka)currently used to support the CUFAN network appears to be easily overloaded. Even when we were conducting training at Clemson, we had to ensure that once we had a computer logged onto the network, it remained logged onto the network. The probability was extremely high that a participant would not be able to log back onto the network if he or she once logged off. Demonstrating how to log into the network using a dial-in modem had to be done early in the morning because, in the afternoon, there was a probability that one would not be able to get back online.

Our experience, and discussions with both Digital Equipment Corporation and MCI Mail confirmed that the computer currently used to support CUFAN is too slow to support a statewide network effectively.

The CUFAN Phone Network:

Conducting inservice training at the Pee Dee Station in Florence was especially problematical. One day the entire telephone network was down for virtually the entire day, a day when we had paid travel, substitute pay, and subsistence for over 30 teachers. At our next training session, the high speed modem we were using crashed and had to be replaced. If it were not for Judy Pilgrims assistance, and the prompt and intelligent technical support we received from CUFAN at Clemson, conducting training at locations remote from Clemson would have been extremely difficult.

Using Extension Service Offices for training:

When we conducted training at the Pee Dee Research Station in Florence, the entire staff at the Pee Dee Center was deprived of communications. Similarly, when we conducted training in Orangeburg, the entire staff at the Agricultural Extension Office was deprived of communications. In both locations, we received courteous treatment. But at both locations, it was clear that our training visits constituted disruptions to the efficient operation of the centers.

THE FUTURE:

Since the summer of 1990, when we were told that CUFAN could not provide technical or programmatic support for public education, we have been working with both Digital Equipment Corporation and the phone companies to acquire our own host computer and to provide members of the SCNET with economical, reliable access to that host from remote locations in South Carolina.

Host computer: Whether the SCNET brings up a statewide network or someone else, the network will have to be supported with a host that is capable of handling extremely fast input and output.

Remote access: The CUFAN phone network slows to a crawl in the midafternoon, the time when most teachers log onto the network. A statewide telecommunications network for education will have to support more traffic, more quickly, than the current CUFAN network allows. At a usage rate of 10 hours per month per school and district, BSAN has projected the need for a host capable of supporting 196 simultaneous connections.

Use of an existing X.25 network, in conjunction with 800 service and use of the state data network backbone has been proposed as one option. Using the X.25 network would allow us use of equipment available on the public network. It would save approximately \$150,000 in equipment which is rapidly being outmoded. Using a private, leased line network makes progressively more sense as traffic on the network increases. At a cost of \$21,000 per month for leased lines, for example, CUFAN has a fixed annual investment in leased lines of only \$252,000.

At a projected average use rate of 10 hours of online time per month per district and school, the current DRIM 800 rate of \$.23/minute would cost about \$2,000,000. CUFAN, at its current cost of \$.15/minute, would cost about \$1,500,000. The X.25/800 option, at approximately \$.10/minute, would cost \$1,000,000. And locating a computer across the Georgia or North Carolina border, using currently tariffed long distance service at \$.0604/minute, would have an annual cost of about \$500,000.

Training facilities: If the network is to succeed, providing close, repeated training will be critical. Our sixteen technical colleges are geographically dispersed throughout South Carolina. They already enjoy an internal DECnet connection with Clemson and the University of South Carolina. Meetings with the Technical College Network staff suggest that we might be able to use the Technical Colleges for training. It would be advantageous for both the public schools and the technical colleges to be provided access to a common host, which could support electronic mail, conferencing, and access to remote databases. In addition, Dr. James Rex at the University of South Carolina has suggested that USC could host training facilities at its regional campuses. Currently, however, finding a training facility on the Columbia campus has been problematic.

For the present, we are restricted in providing training to Clemson and to making arrangements with Judy Pilgrim, far in advance, to provide training in the field when she will be there doing training for the Agricultural Extension Office. The implication of these strictures is to make the provision of training extremely problematical. We end up trying to train as many people as possible, simply because we have a chance to do so. We need to provide training which is tightly linked to specific learning situations, not provide generic training in the use of VMS Mail and VAX Notes or the retrieval of generic information from databases on the Internet. We need to be introducing people to the wonders of telecommunication within the context of their own personal and professional concerns.

Technical Assistance for the SCNET(1991-1992)

Participating in the evolution of the SCNET this year has been an exhilarating experience. It has been the year, above all, of cooperation and of alliances, of each of us helping as we could to bring up the network and make it succeed. This is exhibited most clearly in the area of technical assistance.

Clemson:

Technical assistance from Clemson during the 1991-1992 grant period has been reliable and prompt--within the limits of available staff. Judy Pilgrim and Norma Moss have done an Herculean job of keeping up with accelerating requests for new accounts and usernames on the network. Accounts and usernames have been set up quickly. Requests to have passwords reset to account numbers have handles promptly and reliably. Judy Pilgrim and Norma Moss--both of whom are wonderful to work with-- have been courteous in notifying me of new accounts and new usernames on the network. Without their assistance, we could not have managed the explosive growth in the network have experienced over the past year. In addition to technical assistance, Judy and members of the CUFAN administrative staff handled the logistics of parking, food, etc for all training conducted at Clemson.

Working with Cathy Brown, the new VAX Notes manager in the Computer Services Division, has been a real delight. She has helped us set up one online conference after another, often at short notice and under pressure, but she has never lost patience with us. She has been quick to provide technical assistance with VAX Notes and has gone out of her way to help us when we have had problems with conferences on the network.

Winthrop:

Dr. Benny Coxton at Winthrop, and Ms. Billie Bevers, working as a consultant for the Center for School Leadership at Winthrop helped with training and provided indispensable technical support and assistance throughout the year. Benny Coxton, Billie Bevers, and Judy Pilgrim(Clemson) helped write equipment-specific supplements to A Place to Begin. Dr. Rita Stringfellow, Assistant Director of the Center for School Leadership, was responsible for handling the logistics of modems, food, travel, lodging, et cetera.

York Technical College:

It is difficult to quantify or to qualify the assistance that has been provided by Otis Lutz over the past year. Otis Lutz is a computer coordinator at York Technical College. He has brought excitement and technical expertise to the network, usually working after hours and on weekends, helping to provide technical assistance and advice on SHOPTALK, the network's online technical assistance conference.

We are beginning to see exchanges of electronic mail between TechWAN and members of the SCNET, running on the CUFAN network.

More importantly, Otis has set up two conferences supporting the Tech Prep initiative at York Tech--on SPOCK, the York Tech host computer. The conferences will be used by Joanne Gardiner to coordinate Tech Prep programs in 12 high schools in Lancaster, York, and Chester counties. We have been able to use those conferences to confirm that members of the SCNET can join and participate in conferences running on TechWAN, the wide area network which links the 16 technical colleges in the technical college system. Conversely, members of TechWAN can join and participate in conferences available on the SCNET.

Office Warehouse

The tutorial guide to the SCNET, A Place to Begin, was appropriately named. It, and the growing directory of users, have been revised virtually with every printing. One full scale revision of the tutorial was made necessary when CUFAN suddenly appeared with a MENU structure that

suddenly appeared one Tuesday, in the middle of a training session. Because the guide was developed to give users "a lot" of practice logging on and logging off the network, the change to the MENU necessitated changes throughout the manual. Changes in allowable passwords caused additional revisions, followed by revisions caused by a change in how "conferences" would be added to personal notebooks. And a lot of changes were required simply because I made a lot of mistakes. Bottom line was that the guide went through a number of small printing throughout the year.

We discovered that we could have our printing done at Office Warehouse more cheaply than we could do it ourselves or through the University print shop. Working with the print shop at the Office Warehouse at Dutch Square in Columbia has simply been a delight. Office Warehouse made money from our project, but the project saved a lot of money by relying on them to do our printing. They do it fast. They do it inexpensively. They do it right. Our thanks to Rose Palmer, Lisa Lavell, and Kris Hartley at Office Warehouse!

Addendum

Selected Meetings and Presentations: 1 July 1991-1 April 1992

15-17 July	Attend Blue Ridge '91 Project Multimedia Training
25 July	Attend Internet/BitNet Training at CSD, USC-Columbia
29 July	Presentation: Richland District #1
1 August	Participate in BSAN presentation to SDE(OITD, EDC, SCETV)
2 August	Meeting at USC CSD with Morton Solomon, Gerald Stover
2 August	Meeting with John Cogan, DEC
12 August	South Carolina Curriculum Congress Meeting: Marriott
13 August	Spend day setting up training for Directors of Odyssey of the Mind
14 August	Last minute cancellation of training for Board of Directors: SC Odyssey of the Mind.
15 August	Meeting with Wesley Kennedy(BellSouth)
15 August	Meeting with Karen Talbert(DEC)
27 August	Technical Assistance: Jerry Cover, Children and Adult Resource Express(CARE), Office of Rural and Economic Development
5 September	Meet in Rock Hill to plan inservice training
13 September	Prepare handouts for Bonner Guidara, Foreign Language Coordinators
18 September	Complete article for Palmetto Administrator
20 September	Meeting w/ AT&T and Mark Bradley(USC- CSD)
22 September	Meeting w/ Midlands Writing Project
23 September	Meeting w/ SCETV(Ruth Marshall and Bobbi Kennedy) and Bob Reese(OITD)
25 September	Meeting w/ Pam Pritchett & Bob Reese(OITD) and Bobbi Kennedy and Ruth Marshall(SCETV)
26 September	Meeting w/ Mark Bradley and Gerald Stover(USC-CSD), Kevin Parris(EDC-SDE), Wesley Kennedy(BellSouth)
27 September	Presentations(2): Salkahatchie Multi-District Inservice
3 October	Presentation: State Writing Conference
4 October	Presentation: State Writing Conference
8-10 October	Training: Clemson
15-16 October	Training: Florence
17 October	Presentation: State Conference, South Carolina Council of Computer Educators
18 October	Presentation: State Conference, South Carolina Council of Computer Educators
22-24 October	Training: Orangeburg
25 October	Meeting with Texaco Science Institute(9:00-5:00)
5-7 November	Training: Clemson
8 November	Meeting w/ Writing Improvement Coordinating Council
8 November	Presentation: Texaco Science Institute Teachers
12 November	Meeting w/ Morton Solomon and Gerald Stover(USC-CSD)
18 November	Session Chair: Writing and Technology Conference
19-20 November	Training: Florence
26 November	Faculty Club: Provost(Reeves), Rex, Dean Kay, Dean Humphries, Dean Isler, Vice Provost(Solomon), Hlenski. BellSouth Foundation Grant. Committee to be formed. Strong support. Etc.
26 November	Meeting w/ Bobbi Kennedy, Ruth Marshall, et al(SCETV), Pamela Pritchett, et al(OITD), Dewitt Stone(Clemson). Discussion of state telecommunications network, Glass Classroom, etc.
26 November	Presentation: Columbia Torch Club

2 December	Meeting w/ Wesley Kennedy and Roger Nunn, BellSouth
3-6 December	Training: Orangeburg
10 December	Presentation: Lexington #2 District Office. All Principals and selected district staff
12 December	Technical Assistance Meeting: Lexington #5. Aleda Anderson(Technology Coordinator) and Barry Cox
19 December	Training: Writing Improvement Network(Projected Training at Sheraton Hotel. Forced cancellation of same. See narrative)
20 December	Meeting with Dr. Dale Scannel in School Education. Hired w/ BellSouth Foundation Funds. Shared all information with him. Have had no communication from him since.

9 January	Training: Assist Tracy Dubay w/ training Professional Development School Consortium.
14 January	Presentations(2): State Conference on Restructuring (Co-presentation w/ Jeanne Sink, SC Teacher of the Year)
16 January	BellSouth Teleconference
17 January	Technical Assistance: Whitesides Elementary School, Charleston
24 January	Presentation: Upstate Educational Technology Conference, Blue Ridge High School
29 January	Meeting at York Tech: Otis Lutz, Joanne Gardiner(Tech Prep), John Bullington(SC ETV at York), Several others.
30 January	Attend DEC World Tour Meeting, Charlotte, NC
30 January	REACH Curriculum of Inclusion Meeting, Clemson
31 January	Panel Discussant: REACH Curriculum of Inclusion Meeting, Clemson

3 February	Meeting with Karen Talbert(DEC)
4 February	Meeting w/ Bob Pock(Commission on Higher Education)
5 February	Technical Assistance: Barnett Berry, USC-Columbia
7 February	REACH Staff meeting, Lander College
10 February	Meeting with Mike Raley(Commission on Higher Education)
11 February	Technical Assistance: Great Falls Middle School, Great Falls
14 February	Technical Assistance: Bob Snelsire, Clemson
17-19 February	Training: VAX/VMS Utilities, York Tech, Rock Hill
22 February	Presentation: Board of Directors, SC Association of School Librarians, Airport High School
27 February	BellSouth Teleconference/Meeting w/ Marsha Purday

5 March	Take revision of <u>A Place to Begin</u> to printer
9 March	Meeting w/ Marsha Purday
17 March	Meeting w/ Jack Blodgett and Barnett Berry
18 March	Take Revised Directory of the SCNET to Printer
20 March	Presentation: Pee Dee Instructional Technology Conference
21 March	SC Curriculum Congress Meeting, Brooklyn-Cayce High School
23 March	Meeting w/ State Technical Board(Ted McClure, Ken Kyre, Buddy Stokes, Bob David/ Meeting w/ Bob David/Ted McClure
24 March	Meeting w/ BellSouth: Marsha Purday, Terry Peterson, Jeanne Sink, Pamela Pritchett, Bill Mitchell
26-28 March	PRAXIS II, Lander College

1 April	Pick up 1,000 copies of SCASL Survey from printer
2-3 April	Presentations: State Conference, South Carolina Association of School Librarians, Greenville, SC

**Project REACH
Office of Telecommunications and Instructional
Technology
Annual Report
1990-1991**

Originally Submitted on April 8, 1991, to:

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(Additional comments incorporated on August 6, 1991)

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ANNUAL REPORT 1990-1991

**Project REACH
Office of Telecommunications and Instructional Technology
Department of English, University of South Carolina
Columbia, South Carolina 29208**

Introduction

REACH Office of Telecommunications:

In the spring of 1989, the BellSouth Foundation awarded Project REACH(Rural Education Alliance for Collaborative Humanities)a grant of \$197,500, to be used over a four-year period to fund the REACH Office of Telecommunications at the Center for Computers and Writing at the University of South Carolina. Funding from BellSouth Foundation was to be used to accomplish two major objectives:

The Rural Education Alliance for Collaborative Humanities(REACH)

First, the funds were to be used to link the rural schools directly funded under the aegis of Project REACH, and the higher education partners affiliated with the schools. BellSouth Foundation has provided the seed money which has financed the beginning of an experimental computer network which has promoted interactive communications between colleges and rural school districts in South Carolina. The director of the REACH Office of Telecommunications is responsible for providing technical assistance and training for the REACH schools directly funded by the Rockefeller Foundation, Showa Denka Carbon Foundation, and the Bingham Trust. That constellation of schools has grown from fourteen schools in 1986-1987 to thirty-two schools, involving twenty-six school districts. The thirty-two schools, together with higher education partners in 18 colleges and universities in South Carolina, comprise one network of schools within a larger statewide telecommunications network which has come to be referred to informally as "the net."

The South Carolina Network for Educational Telecomputing(SCNET)

Second, the funds were to be used to promote the development of an inclusive, statewide electronic community where teachers, students, other educators--any individual, organization or business interested in working to improve education in the state--could trade ideas, share experiences, find information, and work together on matters of mutual concern. In the fall of 1989, concomitant with efforts to develop and support the network of REACH schools and their higher education partners, BellSouth Foundation funds were used to encourage the development of the statewide electronic network, now known as the South Carolina Network for Educational Telecomputing, or the SCNET.

In addition to providing technical assistance and support specifically associated with REACH schools, the director of the REACH Office of Telecommunications is charged with the responsibility for promoting the development of a larger, more inclusive statewide telecommunications network for teachers, students, and other individuals and organizations interested in improving education in the state.

The director is responsible for providing technical assistance, training, and support for those individuals and organizations within the larger statewide telecommunications environment which has come to be called "the net." Other organizations now in the net include some fifty schools which are formally affiliated with the SC Center for the Advancements of Teaching and School Leadership(SCCATSL)--headquartered at Winthrop College, Directors, Co-Directors, and master teachers affiliated with the South Carolina Writing Project and the Writing Improvement Network, the Governor's School of Science and Mathematics, the South Carolina School for the Deaf, the Odyssey of the Mind, and some hundred or more teachers who will comprise a statewide network of science and mathematics teachers funded under a SCUREF grant through Clemson University.

Center for Computers and Writing

The director of telecommunications also serves as Director of the Center for Computers and Writing at the University of South Carolina and teaches classes within the Department of English. The Department of English pays approximately one-third of the director's eleventh-month salary and provides from department funds the equivalent financial support for telephones, postage, and supplies as is provided other faculty members within the department.

Funds provided by the Department of English are used to support activities directly related to implementation of the BellSouth REACH grant; however, the director of telecommunications is also responsible for providing technical assistance and support to professors and students using the Center for Computers and Writing and for classroom instruction within the Department of English. He serves as a member of the Computer Committee within the English Department, and will be providing technical support for faculty in the use of telecommunications in their own classroom instruction.

Major accomplishments--and setbacks--related to each of the three activities identified above will be summarized in the paragraphs below.

Financial Report: *Dr. Randy Akers, Director of the South Carolina Humanities Council, serves as the fiscal agent for all Project REACH activities. He has provided copies of quarterly reports on activity in the BellSouth grant. A brief explanation of how funds have been expended during 1990-1991 will form the fourth section of the report.*

I. PROJECT REACH SCHOOLS

The number of schools formally funded by REACH has expanded from an original group of twelve schools in 1986 to thirty-two schools in 1990-1991.

In April of 1989 when the BellSouth grant was awarded, five of twenty-five REACH schools were using electronic mail. It is significant that, by the end of the 1989-1990 school year, virtually all of the schools were online and more than half had participated in HORIZONS, a VAX Notes conference conducted as a follow-up to the telecommunications seminar during the last two weeks of April, 1990. Every school that sent a representative to that training seminar was online at the end of the 1989-1990 school year--with the exception of Johnson Middle School and Mt. Pleasant, both of which lacked the equipment needed to come online.

Twenty-two of the twenty schools funded in 1990-1991 were funded again in 1990-1991. It is significant that, of the twenty-two schools, all but four have exhibited the training and the ability to communicate using electronic mail and the four who are not now online currently lack either the equipment for coming online or the funds to support online connect charges.

It is significant that, of ten projects which were funded by Project REACH for the first time in 1990-1991, eight are now online (Andrews High School, Alice Drive Elementary School, Green Sea Floyds High School, Irmo Middle School/Campus R, Great Falls Middle School, McCormick Middle School, Morningside Middle School, Pendleton Junior High School). The two that are not currently lack either the equipment or the funding needed to use the network (Orangeburg-Wilkinson High School and the SC School for the Deaf). Both schools have applied for usernames for their teachers.

This year, when a school is reported as having online status, that indication will usually mean that more than one teacher is actively sending and receiving electronic mail messages--or is learning to do so. Many, however, have come online since the Atwell conference in November, when the tutorial, A Place to Begin, Pilot Version #1, was distributed; most will have come online since A Place to Begin, Pilot Version #2, was distributed at the PRAXIS Conference at Lander College in late February.. Because Judy Pilgrim had field assignments for virtually the entire fall semester of 1990, virtually no new accounts were set up nor usernames assigned until January, 1991. Since January, some two hundred usernames have been added to the net directory. The directories distributed at the end of February, at the PRAXIS conference, lack the names of a significant number of new members of the net..

For the first four years of Project REACH, schools were assigned no more than three usernames, one for the REACH coordinator, one for a REACH telecommunications coordinator, and one for students. This year, schools have been urged to request individual usernames for each member of the REACH team, for the school media specialist, and for the school principal. Teachers who have individual usernames participate in the net; those who share usernames do not.

Technical Assistance during 1990-1991 (Projected support from CUFAN at Clemson University):

In the annual report for 1989-1990, inservice plans were projected for the 1990-1991 school year which involved small group inservice meetings at regional Clemson Extension office sites across the state.

Inservice training, using a networked computer classroom at the Center for Computers and Writing at the University of South Carolina, was projected for the spring semester of the 1990-1991 school year.

Neither occurred.

Projected regional training in cooperation with CUFAN

The projected staff development sessions in cooperation with Clemson University's CUFAN staff members did not occur as planned for the following reasons:

1. In a meeting held on July 19, 1991, with the Director of Clemson Extension Services, Dr. Bud Webb, and Dr. Bill Shimel, we were told that CUFAN could not provide programmatic or technical assistance to Project REACH.

Dr. Webb and Dr. Shimel have been supportive of our efforts to develop the statewide network; however, they emphasized in the meeting that the educational network we were trying to build was not in Clemson University's mission statement for Clemson Extension Services and--until it was--the Extension Services could not provide programmatic or technical support for the network.

That position was at variance with promises of technical and programmatic support we had been led to expect from Dr. Jerry Lambert in previous meetings with CUFAN personnel--when neither Dr. Webb nor Dr. Shimel had been present.

2. Dr. Andrew Smith, who was to have provided inservice on VAX Notes to our schools during the fall, accepted a job at the University of South Florida and resigned his position at Clemson, effective September 25.
3. Judy Pilgrim, who was to have provided inservice on VMS Mail and CUFAN, was given field assignments that kept her out of the office for virtually the entire fall semester, conducting training for the Extension Services. The REACH Office of Telecommunications does not have the equipment necessary to conduct group training in the field without the assistance and support of CUFAN.
4. Because Judy Pilgrim was in the field, and because she is the only person empowered to set up CUFAN accounts and usernames, new accounts could not be set up nor usernames assigned. An initial agreement had been reached to send FAX applications to Judy Pilgrim at Clemson; however, this did not work because she was working at locations remote from the Clemson campus.

Procedures have now been worked out between the REACH Office of Telecommunications, Judy Pilgrim, and Dr. Shimel, that provide for applicants to mail or FAX applications, but which also allow applications to be made by electronic mail, set up in Judy Pilgrim's absence by a secretary, and confirmed later by hardcopy mail or FAX.

Projected telecommunications training at USC

The projected staff development sessions in the networked computer lab at USC did not occur as planned either:

Although the REACH Office of Telecommunications now has a networked Macintosh Classroom up and operational, it still has not been connected to the University of South Carolina's EtherNet backbone. This is necessary if the lab is to be used to support telecommunications training as projected in the annual report.

What occurred instead: The development, publication, and distribution of **A Place to Begin**:

The director of the Office of Telecommunications had requested that his teaching responsibilities within the English department be scheduled for the spring semester, with the entire fall semester being devoted to providing technical assistance to school sites, specifically through small, regional staff development sessions, followed up with onsite assistance. However, the possibility of doing small, regional staff development sessions disappeared with the departure of Drew Smith and the lack of availability of Judy Pilgrim. Moreover, only Dr. Smith and Mrs. Pilgrim had indicated any willingness to work with Project REACH in providing telecommunications training in VMS Mail and VAX Notes. All of the training plans projected for the school year had to be abandoned.

In the absence of any reasonable alternative, the REACH Director of Telecommunications instead was forced to learn at least the rudiments of VMS Mail and VAX Notes. With no manuals and no technical support other than what was available in the DEC online help facilities, he wrote a user's guide to electronic mail and online discussion called **A Place to Begin**. The guide was intended to enable anyone who had participated in the telecommunications seminar provided in the spring of 1990, with enough guidance to help another individual learn to send and receive mail and to participate in online discussions using VAX Notes. It was a manual developed by a novice, intended to be used by novices to teach rank beginners how to telecompute.

As it turned out, the time the director took to write the manual was a profitable use of his time, since Judy Pilgrim's extended assignments in the field meant that the development of the net was at a standstill anyway. Moreover, the manual provided a way for a number of individuals to come onto the net with little or no formal training and, in conjunction with the formal training that was provided, enhanced and complemented formal instruction.

Distribution of **A Place to Begin**

1. A special, ASCII version of A Place To Begin: Pilot Version #1 was sent to EVERY member of the network by electronic mail the day it was completed.
2. A formatted, hardcopy version of A Place To Begin: Pilot Version #1 was given to EVERY REACH school team that attended the Nancy Atwell assessment meeting in Clemson in November.
3. A formatted, hardcopy version of A Place To Begin: Pilot Version #1 was given to ALL writing project directors and to EVERY member of the Writing Improvement Network at the director's meeting held in November.
4. Mac Westmoreland, Administrative Intern with the South Carolina Center for the Advancement of Teaching and School Leadership(SCCATSL) was given a copy of A Place To Begin: Pilot Version #2 at the American Association of School Administrator's conference in Washington. Subsequently, all SCCATSL staff and schools were provided copies of the manual.
5. On February 23, 1991, at the PRAXIS conference in Greenwood, EVERY REACH school represented at the conference was provided the following items:
 - a. A hardcopy, formatted version of A Place To Begin: Pilot Version #2, a six-session tutorial handbook was designed to help rank beginners learn to log onto the network, send and receive electronic mail using VMS Mail, and read and respond to comments made by others involved in online discussions using VAX Notes.
 - b. Two versions of a directory of all members of the net: an alphabetical listing by members names, and an alphabetical listing within an alphabetical sorting of organizations and schools within the net.

- c. A special explanation of how to upload and download text using ProTERM and explanations of online HELP screens in MAIL and NOTES and VMS.
 - d. A hardcopy, formatted version of A Place To Begin: Pilot Version #2 and a special ASCII version of A Place To Begin: Pilot Version #2, both recorded on a 3.5" diskette. Also included on the diskette were two versions of the directory of network addresses, and special handouts for ProTERM and accessing online HELP.
6. At the Writing Improvement Network retreat at Hickory Knob in March, EVERY person in attendance received a copy of A Place To Begin: Pilot Version #2, and copies of directories and supplements. At a subsequent meeting of the Writing Improvement Coordinating Council, additional copies of A Place To Begin: Pilot Version #2 were distributed to WIN and SCWP members who failed to make the Hickory Knob Retreat.
 7. The director of the USC Professional Development School consortium, Dr. Larry Winecoff; the PDS coordinator, Terri Dozier; and the PDS coordinator from Sumter District #17 were given copies of A Place To Begin: Pilot Version #2.
 8. A 3.5" diskette containing A Place To Begin: Pilot Version #2 and all supporting materials was mailed to Dr. Rita Stringfellow at SCCATSL. Each of 46 Associate Schools will be provided a copy of the tutorial handbook at the SCCATSL telecommunications training seminar in May.
 9. A copy of A Place To Begin: Pilot Version #2 was given to EVERY instructor and administrator on the staff of the Governor's School for Science and Mathematics at a presentation and training meeting on March 20. A copy of the tutorial guide and all supporting materials, recorded on 3.5" diskette, was also given to the school.
 10. Additional, individual copies of A Place To Begin: Pilot Version #2 have been delivered or mailed to individual users (e.g., Mac Magill, Porter Gaud; Tranny Gartside, Harbor View Elementary; Frank Bouknight and Doris Woods, West Hartsville Elementary School; Carolyn Matalene, Nancy Thompson, Joseph Katz, USC English Department; Chip Boling, Clemson Extension Director, Charleston; Paul Beasley, Director, TRIO, at USC; Cheryl Wissick, Director, Educational Technology Center at USC; Pam Pritchett, Chief Supervisor, Office of Instructional Technology; Jake Jacobs, Barbara Teusink, Leon Nelson, Educational Data Center, SDE; Benny Coxton, Director of Computer Education, Winthrop; Judy Pilgrim, CUFAN at Clemson).

User feedback on the tutorial guide, A Place to Begin

Response from the field to the tutorial handbook has been positive. Teachers who went through training in the spring of 1990 said the guide was necessary as a refresher course. In a number of instances teachers had forgotten how to log onto the network and reset passwords that had lapsed over the summer. However, the same teachers found that the guide took them further and into more uses of the system than had been possible during the training seminar. Many teachers reported that, with the tutorial as a guide, they had been able to show other teachers and students how to use the network.

In a number of instances, teachers who were complete novices to telecommunications come online--and have stayed online--using only the tutorial as a guide. The second version of the guide was broken into six separate sessions, instead of four, so that teachers could work through a section during a single planning period. Content was rearranged so that teachers could come online and begin communicating quickly.

Projected revisions and additions to **A Place to Begin**

Users who have completed the tutorial need an abbreviated version of the guide as a mnemonic to actions outlined in detail in the tutorial. A special addendum to the guide is needed explaining how to upload and download information using ProTERM for Apple II computers, using ProComm and Relay Gold for DOS users, and for White Knight, Microphone, and Works for Macintosh users. A handout on ProTERM has already been distributed and Julie Boulware has just written a guide for using ProComm which may fit the bill.

A special VAX Notes conference, TELECOMMUNICATIONS, has been created to provide technical assistance to users--and to let users help one another. A special VAX Notes conference, CUFAN, has been created to provide technical assistance to users on how to use the resources which are resident on or can be reach through the cluster of VAX computers at Clemson.

What occurred instead: **Onsite technical assistance for REACH schools**

Technical assistance has been provided, onsite, to a number of REACH schools(e.g., Clinton High, Great Falls Middle, Newberry High, Pendleton Junior High, McCormick Middle), Bowman High. Additional assistance has been provided by telephone. In the fall of 1990, a Macintosh Classroom was set up in the former conference room of the Center for Computers and Writing. The Classroom contains 18 Macintosh computers and a IINTX Laser Printer. These are networked, using an SE/30 computer as fileserver. Currently, the Macintosh Classroom is supporting instruction in writing for University students and for three classes of Upward Bound students on Saturday mornings. The Macintosh Classroom is open three mornings each week for special tutorial assistance, using funding from the Athletic Department.

When the Macintosh classroom is ultimately connected to the University's EtherNet backbone, and when funds to acquire a local MicroVAX host have been obtained, then the Macintosh Classroom can be used to provide hands-on telecommunications training. Until then, telecommunication instruction is being conducted, onsite, with individuals and small groups of teachers.

What occurred instead: **CUFAN, SCCATSL, REACH Telecommunications Seminar, May 7-9**

Intensive inservice training in electronic mail and VAX Notes was provided to more than one hundred teachers and administrators from 46 elementary, middle, and secondary schools at Clemson University in two one-day sessions on May 8 and May 9. Training responsibilities were shared by Judy Pilgrim with CUFAN, Dr. Benny Coxton with the SC Center for the Advancement of Teaching and School Leadership, and Dr. Kemble Oliver with Project REACH. SCCATSL paid all travel expenses for their schools, provided each school with a 2400 baud modem and telecommunications software, and will pay all telecommunications costs for the schools. REACH, using BellSouth funds, provided copies of **A Place to Begin** for each participant.

Since the training, a number of the schools have come online(e.g., Fort Mill High, Castle Heights Middle School, Socastee High School, Centerville Elementary School, etc)

Telecommunications status report: **Project REACH schools,1990-1991**

1. **Andrews High School: ONLINE(NEW)**
When the REACH coordinator resigned, Marty Hutto brought Andrews High School online. She has been one of the most active participants in "the net" this year and will be the co-author of a chapter on using the computer to help at risk students learn to write. The book is being written by members of the Writing Improvement Network(WIN).

2. **Alice Drive Elementary School: ONLINE(NEW)**
Even though Alice Drive received only a modest planning grant from REACH, Zona Jefferson, Principal, and Jackie Gamble, REACH Coordinator, are actively using the network to allow their students to exchange mail messages with other students in the state. They are anxious for more elementary schools to come online and are trying to establish partnerships with other elementary schools in the state. Alice Drive Elementary School was selected as one of seventeen schools in the state to be recognized at the State Writing Conference in October 1991 for having developed an EXEMPLARY WRITING PROGRAM. This is a high honor in South Carolina.
3. **Bowman High School: NOT ONLINE(See note)**
Jodie Corwin has sent her Apple IIe back to ABS in Orangeburg to have the ROM chip upgrade necessary to run ProTERM. On the last technical assistance visit, the team thought they had requested the ROM upgrade to their computer but had not. Also, the IIe they were using for REACH telecommunications was different from the computer I had set up for them last year and was missing the second superserial card necessary to support a printer and modem.

NOTE: Bowman has called to say that they now have the necessary equipment and will be ready to come online in the early fall!

4. **Beck Middle School: ONLINE(See note)**
Although Beck students and faculty participated in the REACH Horizons conference last year, they did so by using the computer of a faculty member who pioneered the use of the CUFAN network. That faculty member left at the end of the year. Pat Bradley, the REACH coordinator at Beck, brought the school back online in November, using the userguide, A Place to Begin, and technical assistance provided via telephone and a local computer shop. Beck Middle School may be the exemplar of how Project REACH can transform instruction within a school. In addition, Beck Middle School has been selected as one of seventeen schools in the state to be recognized at the State Writing Conference in October 1991 for having developed an EXEMPLARY WRITING PROGRAM. This is a high honor in South Carolina.
5. **Branchville Elementary School/Branchville High School: ONLINE**
Electronic mail is supporting cross-age tutoring between high school and elementary school. The school was to have been involved in the BAD DOG network with Susan Leonard from the SC Arts Commission.

Note: Because we were unable to get usernames for teachers in the five schools that were to participate in the BAD DOG program until after Christmas of 1991 (Names requested in April, 1990 and several times thereafter), the BAD DOG program had finally to be cancelled.

6. **Clinton High School: ONLINE**
Jane Hammett, REACH Coordinator, submitted a long article for distribution to other REACH sites describing activities conducted at the high school this year. Cathy Hilton, REACH media specialist, has--with the support of Project REACH--been experimenting with EASYNET, a gateway service to hundreds of online databases. Next year, she plans to host a VAX Notes conference about EASYNET and other online databases.)

NOTE: During the month of May, Jane Hammett and Cathy Hilton reported that their students had conducted over 100 online searches using EASYNET and that the searches were an integral part of research reports being drafted by all students!

7. **Daniel High School: ONLINE**(But see note below)
Daniel High School has been online, off and on, for three years. Difficulty with the phone connection, which is shared, has made "using telecommunications more trouble than it's worth" to the REACH Coordinator, Nancy Swanson. The school media specialist and the head of the foreign language department have indicated that they do want to learn to use the network. When they call for assistance, it will be provided.

8. **Denmark-Olar Elementary School: ONLINE**
Teachers at Denmark-Olar are using the net to support cross-age tutoring with the faculty at Denmark-Olar Middle School. The school was to have been involved in the BAD DOG network with Susan Leonard from the SC Arts Commission.

Note: Because we were unable to get usernames for teachers in the five schools that were to participate in the BAD DOG program until after Christmas of 1991 (Names requested in April, 1990 and several times thereafter), the BAD DOG program had finally to be cancelled.

9. **R.C. Edwards Junior High School: ONLINE**
Edwards Junior High School has been active on the net since the early beginnings of Project REACH. The husband of Nancy Linvill, REACH teacher, is Dale Linvill, who is responsible for updating the weather in the CUFAN database. The school is the recipient of a \$90,000 Target 2000 grant and a \$60,000 Target 2000 grant.
10. **Estill High School: ONLINE**(But see note below)
Estill High School received six technical assistance visits in 1989-1990. The school was online by the end of the year and the REACH telecommunications coordinator and two students participated in training at Clemson in the spring. The REACH coordinator, vocational teacher, and school media specialist all have active usernames. However, the school was not represented at PRAXIS and is not using the telecommunications connection.
11. **Great Falls Middle School: ONLINE(NEW)**
Great Falls Middle School came online in March. Susan Helms, REACH Coordinator, said that she would need to have time to become comfortable with ProTERM, and that she would start involving her students next year. She is in a room full of Apple IIe computers, one of which is equipped with a modem and a dedicated phone line. As second station may be set up in the school media center.
12. **Green Sea Floyds High School: ONLINE(NEW)**
Darrel Rickerts, REACH Coordinator at Green Sea Floyds High, and his teachers established a new record for coming online. Green Sea requested an account and usernames for all teachers on the REACH team, received the account and usernames, and came online between the rising of the sun on a Monday and the setting of the sun on Friday.
13. **Hunter-Kinard-Tyler High School: ONLINE**
Sylvia Robinson, REACH Coordinator at Hunter-Kinard-Tyler High School in Orangeburg School District #1, has been online longer than virtually anyone else in the network.

14. **Irmo-Middle School/Campus R: ONLINE(NEW)**
Betty Ann Slesinger, REACH Coordinator; Phyllis Pendarvis, Principal; Sue Fedor, Assistant Principal; Julie Boulware and Pattie Wheeler, Media Specialists, are ALL online. Irmo Middle School attended the Atwell assessment conference in Clemson, received Pilot Version #1 of the tutorial handbook, requested technical assistance, received it, and went online. The school is the recipient of a REACH grant, a Target 2000 Innovation Grant, a Target 2000 dropout prevention grant, and is a member of the USC Professional Development School consortium. Julie Boulware, the school media specialist, has already written a mini-guide on how to upload and download mail on the net using ProComm and has sent it out for review by electronic mail. Betty Ann Slesinger has been recognized by the state Writing Improvement Network as an exemplary writing teacher (one of 15 WRITE TEACHERS in SC) and will become part of the SCWP/WIN constellation.
15. **Jasper High School: ONLINE(See note)**
Jasper High School has been online, off and on, for three years. Katherine Manigo, REACH Coordinator attended the telecommunication training seminar, as did Mark Mansell, coordinator of the cross-age tutoring program at Ridgeland Elementary School(ONLINE also). The school was visited three times last year. On the last visit, I had lunch with the Assistant Superintendent for Instruction, Dr. Joe Madden. Madden told me that the Jasper County School board had purchased a digital phone system for the district and that, the only way our people could access the CUFAN network was through special analog phone lines run into the building. He said that no one had gotten his approval before running a phone line into the room he had designated was to be used for a Computer Curriculum Corporation laboratory.

Bottom line: The only way that Katherine Manigo or her students can access the network is through the computer in the guidance counselor's office, a computer that--because it has a hard disk with sensitive files--is not easily made available to students.

NOTE: Katherine Manigo has been moved to a classroom where she can make contact with the outside world. She has requested assistance in the early fall.
16. **Johnson Middle School: NOT ONLINE(See note)**
The school has not had the equipment necessary to come online. Recently the school was selected as an Associate School with the SCCATSL. The school will participate in the SCCATSL telecommunications seminar which will be provided all 46 Associate Schools in May and should be online by the end of the school year.
17. **Kingstree High School: ONLINE**
Johnny Beavers, REACH Coordinator at Kingstree High School in Williamsburg County, and his REACH team, still intend to involve every school in Williamsburg County in helping them chronicle the history of Williamsburg County.
18. **Lincoln High School: NOT ONLINE(See note)**
Lincoln High School was online at one time. Then its REACH Coordinator resigned. A new REACH Coordinator was hired. Then the school was destroyed by Hugo. This year the school has been rebuilt and classes are moving back into Lincoln from Wando High School where they were temporarily housed. The school will be visited when the new REACH Coordinator, Susan Bertinelli, requests a visit.
19. **Liberty High School: NOT ONLINE(See note)**
Liberty High School participated in the telecommunications seminar last spring but, as yet, does not have the equipment necessary to come online. The REACH stipend covers the cost of a modem and telecommunications software, but not a computer.

20. **McCormick Middle School/McCormick Arts Council at the Ketura(MACK):**
ONLINE(NEW)

Although McCormick Middle School is still having difficulty getting its equipment online, Patti McAbee, Director of MACK, has just come online and is just now learning to use electronic mail. The school has been visited, as have the district offices. The school is the recipient of a \$60,000 Target 2000 grant.

NOTE: At the SCCATSL telecommunications seminar the district Pathways coordinator and three teachers received intensive training.

22. **Morningside Middle School: ONLINE(NEW)**

Morningside Middle School in Charleston County is also a recipient of a \$90,000 Target 2000 innovation grant, a Target 2000 dropout prevention grant, and has been selected as one of the 46 SCCATSL Associate Schools to be involved in school restructuring in the state. The REACH Coordinator, Jeanne Sink, is one of the more knowledgeable telecommunication veterans in the state.

NOTE: In June, Morningside Middle School, following Jeanne Sink's initiative, became a node in the international FREDMail network!

22. **Mt. Pleasant High School: NOT ONLINE(See note)**

Mt. Pleasant High School in Lee County participated in the telecommunications seminar last spring but, as yet, does not have the equipment necessary to come online.

23. **Newberry High School: ONLINE**

Olivia Fulton, REACH telecommunications coordinator, is one of the most active users of the net. Her English students are working on cooperative narratives with Andrews High School and Morningside Middle School. Her French students are exchanging messages in French with York Comprehensive High School, the Governor's School, and two other schools in the state. The school is the recipient of a \$90,000 Target 2000 grant.

24. **Orangeburg-Wilkinson High School: NOT ONLINE(See note)**

The school received a modest planning grant and may be funded as a REACH project next year. They do not have REACH funds to support telecommunications; however, the district computer coordinator, Jerry Crisp, is interested in getting the school online, since it is the recipient of a \$1.4 million grant from IBM and is being showcase as a model school by IBM.

NB: Susan Till, REACH Coordinator, has requested assistance at the beginning of the year to come online. In addition, Anne Lewis, who attended the REACH promoted TEACH institute during the summer has indicated that she also wants to come online.

25. **Pendleton Junior High School: ONLINE(NEW)**

Pendleton Junior High School requested technical assistance at the Atwell evaluation workshop in Clemson, and received it the next day. The school has come online with a team comprised of administrators, media specialist, and teachers.

26. **Pickens High School: ONLINE(But see note)**

The telecommunications set-up at Pickens was moved from one location to another and the REACH coordinator is trying to get back online. The school has been visited and has been online, off and on, for the past three years.

27. **Saluda High School: ONLINE(But see note)**

Saluda High School came online briefly last year, following the telecommunications training seminar. The school has 52 teachers actively involved in the REACH project. Dr. Bela Herlong says she is now ready to get usernames for all the the teachers and for us to do a special training program for her teachers.

28. **South Carolina School for the Deaf: NOT ONLINE(NEW)**
The school will be visited as soon as Corinna Moore, REACH coordinator, has been able to obtain equipment for the telecommunications center. Preliminary contacts have been made at Berry College, in Rome, Georgia, to establish a potential link with the Georgia School for the Deaf. Deaf students, especially, stand to benefit from the use of typed electronic communication.

NB: Ms. Corinna Moore, REACH Coordinator, attended the REACH promoted TEACH institute and will continue her involvement in 1991-1992 using the SCNET. She has asked if we can establish contact with Galludet University through the InterNet this fall!

29. **St Johns High School: ONLINE(See note)**
St. Johns High School participated in telecommunications training and has been online and offline sporadically this year. As a result of our meeting at PRAXIS, they have requested usernames for a number of additional teachers and plan to be active in the net.

NB: Mrs. Margaret Middleton, REACH Coordinator, attended the REACH promoted TEACH institute and will continue her involvement in 1991-1992 using the SCNET.

30. **Union High School: ONLINE(NEW)**
Charlotte White, Telecommunications coordinator for Union High School is online. On March 15, the nine additional teachers and the REACH Coordinator were assigned usernames.

31. **Wren Middle School: ONLINE(?)**

Note: Jo Ann Wiginton was one of the original participants in the network. Mrs. Wiginton is on extended leave for cancer treatments and Brent Greer, the interim REACH coordinator is also responsible for preparing the school for an accreditation visit. He has asked to be helped get back online in the fall.

32. **York Comprehensive High School: ONLINE**
Polly Adkins, REACH Coordinator, is perhaps the most experienced telecommunications veteran in the constellation of REACH schools, with the possible exception of Sylvia Robinson at Hunter-Kinard-Tyler. Her students have maintained contact with students in a school in France for over three years. This year, Nicole Chevalier, the teacher in Fumel, decided not to teach for a year. Polly used a "distribution list" to send out a request for help to every member of the REACH network. She now has a sort of roundtable going across the state, with students writing to each other in French. With her twin sister, Lollie Eykyn, French instructor at the Governor's School of Science and Mathematics, she is nurturing a relationship with Michelin in Greenville, and hopes to be once again connected with native French speakers, in France.

2. Other Schools and Organizations in the Telecommunications Network

Because of difficulties in insuring that the people recruited in 1989-1990 had all been assigned accounts and usernames, the proselytizing of individuals and organizations that marked the first year of the BellSouth grant was in forced suspension until January of 1991. Technical assistance was provided upon request, presentations were made about the network and its potential for the state, and organizations and individuals who requested accounts and usernames were provided copies of A Place to Begin and given assistance with electronic mail and online conferencing.

The South Carolina Writing Project and the Writing Improvement Network

By March, 1991, most of the directors and co-directors of the South Carolina Writing Project (SCWP) and members of the statewide Writing Improvement Network(WIN) were assigned usernames. As detailed earlier, all have now been provided copies of A Place to Begin.

The director of the Writing Improvement Network, Dr. Lynn Zalusky Mueller, has now helped each of the staff members in the Writing Improvement Network to acquire modems and telecommunications software necessary to communicate on the net. Lynn Mueller, Hanna Baker, Ed Epps, Bunny Gorman, Marty Hutto, and Eve Coleman are now online.

Of the nine writing projects in South Carolina, the following projects now have one or more directors or co-directors who are communicating on the net: Dr. Eve Coleman, Charleston Writing Project; Dr. Kathy Neal, Clemson Writing Project; Dr. Patricia Candal, Coastal Writing Project; Ed Epps, Spartanburg Writing Project; Dr. Warren Westcott, Pee-Dee Writing Project; Dr. Beverly Busching, Dr. Lynn Mueller, Dr. Harriett Williams, Dr. Libby Bernardin, and Dr. Kemble Oliver, Midlands Writing Project. As yet, directors or codirectors from the following writing projects are not online: Winthrop Writing Project, Santee-Wateree Writing Project, Lander Writing Project.

Now that all of the directors and co-directors of the South Carolina Writing Project and the staff members of the Writing Improvement Network have been assigned usernames, formal training in using the network can be provided. Meanwhile, the Writing Improvement Network has planned the writing of a book for teachers who have been assigned classes for students who have been deemed to be "at risk," based upon the results of state test criteria or through teacher observation. A VAX Notes conference called WEBOOK is being set up to support the writing of the book.

The South Carolina Center for the Advancement of Teaching and School Leadership(SCCATSL)

The Center for School Leadership at Winthrop College has been given a mission by the South Carolina legislature to help schools transform themselves into centers of excellence that can be visited by others interested in effecting similar transformations. Some forty-six schools have been identified as Associate Schools in South Carolina. All of the forty-six schools, and the entire SCCATSL staff at Winthrop College, will participate in telecommunications training at Clemson on May 7 and 8, 1991. All of the schools, hopefully, will be online by the end of the school year.

Note: See note above concerning the successful implementation of training for over 100 teachers and administrators involved with SCCATSL on May 6, 7, and 8, 1991.

The South Carolina Teacher Recruitment Center and The Teacher Cadet Corps

The South Carolina Teacher Recruitment Center has been given two missions by the South Carolina legislature. The first is to recruit the finest available teachers for South Carolina Schools. As part of their recruitment effort, the Recruitment Center has created a Job Bank which is used by all ninety-two of the school districts in the state to list vacancies in their districts and which is available to teachers looking for vacancies in schools in the state.

The use of electronic mail and VAX Notes conferencing has the potential to transform the Job Bank of the Teacher Recruitment Center and making it a dynamic part of educational reform in

the state. When SCNET is running on its own computer, and can properly support the use of online VideoText libraries, information can be entered and retrieved from the Job Bank in a timely enough manner to make the use of the Job Bank a critical first step in listing teacher vacancies and a critical first step when teachers look for jobs in South Carolina.

The second mission given to the Teacher Recruitment Center is that it seek out potential future teachers in the middle and high schools of South Carolina, and nurture and develop those individuals by giving them experiences with teaching before they leave high school. As part of this mission, the Recruitment Center has created the Teacher Cadet Corps, a statewide effort that works with superior teachers in the state to identify and nurture potential future teachers for the state.

Many of the schools we have brought online in the past year have active Teacher Cadet Corps. As we bring more schools online the potential for online discussions between students and teachers grows. Many of the Associate Schools and Professional Development Schools and REACH Schools have students and teachers active in the Teacher Cadet Corps.

The director and staff of the South Carolina Teacher Recruitment Center and Teacher Cadet Corps have been extended invitations to participate in the spring telecommunications training seminar in Clemson on May 7 and 8, 1991.

The USC-Professional Development School Consortium(PDS)

The School of Education at the University of South Carolina in partnership with schools in the metropolitan Columbia area, and in Sumter, Fairfield, and Calhoun Counties, are in the process of creating a network of Professional Development Schools which will have a mission similar to the Associate Schools of SCCATSL, but which will, in addition, be used as training ground for student teachers. Coordination of PDS will be the responsibility of Terri Dozier, National Teacher of the Year, and Dr. Larry Winecoff. The use of electronic mail and conferencing will be critical to the success of PDS. Technical assistance and training will be provided as PDS schools obtain usernames. Terry Dozier, Dr. Winecoff, and Dr. Cheryl Wissick, Director of the Educational Technology Center at the College of Education, have usernames and are communicating on the network.

The Governor's School of Sciences and Mathematics

On March 20 the staff of the Governor's School was provided a presentation on the net, copies of A Place to Begin, and some preliminary technical assistance. Five members of the Governor's School are currently online and plans are under development to support a statewide mentoring network between college professors and students in the Governor's School. Lollie Eykin, French Instructor at the Governor's School, and her twin sister, Polly Adkins, French Instructor at York Comprehensive High School are developing the "French Connection," a network of French teachers and their students. They are, at the same time, trying to establish connections with France through the Michelin Corporation in Greenville.

The Mathematics/Science Network

After nearly a year of waiting, Dr. Robert Snelsire, Associate Professor of Electrical and Computer Engineering at Clemson University, received a \$107,000 grant from the South Carolina University Research and Education Foundation to develop a statewide mathematics and science computer network. Dr. Snelsire, Ernie Boyd from the Governor's School, Jack Blodgett from Project REACH, and the director of the REACH Office of Telecommunications, met in late March to discuss how the grant money might be used most effectively to develop a mathematics and science connection within SCNET. One of the preliminary decisions reached in the initial meeting was to involve Dr. Don Jordan, Executive Director of the Academy of Sciences in the state, and president-elect of the national Academy, in helping us work with his existing network of faculty sponsors. In addition, we plan to involve Dr. Ann Godbee, who is the state director for the Odyssey of the Mind.

NOTE: As of August 6, 1991, Dr. Snelsire has the names of 110 teachers who wish to become a part of the network of science and mathematics teachers. At least four days of training will be required to train just his group of teachers in the fall of 1991.

The South Carolina Arts Commission

The South Carolina Arts Commission has established an account on the net, and several members of the Commission now have usernames. Frank McNutt, who coordinates a rural arts network with eight sites across the state, including the McCormick Arts Council at the Ketura(MACK) and Penn Community Center on St. Helena's Island, has indicated that he plans to link his projects using the net, next year. A presentation was made to approximately 50 members of the Rural Arts Network at the SC Arts Commission on February 19. Patti McAbee, Director of MACK, finally took the plunge and came online during the first week of April, 1991.

The Bad Dog Project

Implementation of a pilot project with the South Carolina Arts Commission, the Bad Dog project, was delayed and ultimately abandoned for the year because we could not get CUFAN usernames and accounts assigned to three of the five schools that were to have participated in the project(i.e., Jennie Moore Elementary School, Wil Lou Gray Opportunity School, and Morrison Elementary School). The Bad Dog Project would have involved students in an extremely high quality, film and literature enrichment program, with students in five schools writing their reactions to a language arts program developed around a series of prize winning films developed by Susan Leonard of the South Carolina Arts Commission. Hopefully, the program will be implemented in 1991-1992.

Enterprise Development, Inc.

Phil Black, Associate Manager of REAL with Enterprise Development, Inc., has left the network, hopefully only temporarily. The last time we met, he outlined a litany of difficulties said he and his users had encountered in trying to use the CUFAN network, from being unable to obtain usernames in a timely manner, to difficulties logging onto the network or, once logged on, staying connected long enough to complete a communication.

Phil Black said that he would "consider" trying the system again, but only if we had our own host computer under our control and could guarantee that his people would not encounter the difficulties they had experienced this year.

Other organizations and individuals

We are cognizant of our limited ability to provide programmatic and technical support to the entire educational establishment of South Carolina. The success of the SCNET will hinge upon our ability to enlist the support of others in helping us to provide staff development and technical assistance and in helping us create and moderate online conferences.

Although the support of the South Carolina Department of Education and the support of the universities and colleges in the state will be important if we are to develop a true statewide network, it will be our success in securing the support of key individuals in organizations across the spectrum of schools and educational organizations that will ultimately determine the success or failure of the net. In the first year and half of the BellSouth grant, our intent has been to seek out individuals who have demonstrated their ability to influence others--who shape opinion; who lead; who do--and to encourage them to join the net and begin to build their own visions of how telecommunications can be used to leverage change for children and for themselves.

For example, all members of the state Writing Improvement Coordinating Council(WICC) have net usernames. All members of the South Carolina Center for the Advancement of Teaching and School Leadership(SCCATSL) have usernames. All directors of the South Carolina Writing Project(SCWP) and the Writing Improvement Network(WIN) have usernames. The Director of the Odyssey of the Mind(OM) is on the net. The Director of TRIO, which includes Upward Bound, is on the net. Key individuals from the South Carolina Council of Teachers of English(SCCTE), the South Carolina Council of Computer Educators(SCCCE), the South Carolina Council of the International Reading Association(SCCIRA), the Director and Chief Supervisor of the Office of Instructional Technology at the State Department of Education;the Coordinator of the Rural Arts Program of the South Carolina Arts Commission, and the Director

and all teachers in the Governor's School for Science and Mathematics--all have usernames on the SCNET.

Individuals and individual schools have applied for membership on the net. The number of applications has begun to accelerate. Several schools have come on the net only recently: Porter Gaud School, Harbor View Elementary, West Hartsville Elementary, Richland Northeast High School, Sumter High School, and the Technical College of the Low Country.

Bonner Guidera, a foreign language teacher at Conway High School, is working with Dr. Cindy Saylor, state foreign language consultant, to put together a constellation of foreign language teachers from around the state. Dr. Holly Hubbard, Director of the Advisement Center at Lander College, has convened a statewide conference of all two and four year colleges to determine how student advisement can be improved. The net may prove to be a useful advisement tool. Dr. Doris Saunders has asked if the net might be used to provide technical assistance to district health education coordinators in each of the ninety-two school districts in South Carolina.

It would stretch credulity to assert that all of the above individuals and organizations are comfortable with electronic communication, or even experienced with it. But they have begun.

3. Center for Computers and Writing, Department of English

In the fall of 1990 the conference room in the Center for Computers and Writing was replaced by a MacIntosh Composition Classroom consisting of eighteen MacIntosh computers, an Apple IIINTX Laser Printer, and an SE/30 fileserver, all networked on an AppleTalk network. In addition, the Center received a DEST PC Scan 2000, an SE Computer with a 20MB harddrive, and a Kodak DataShow LCD projection panel for providing classroom instruction in the MacIntosh Classroom.

In the Interim Report, submitted on September 20, connection of the MacIntosh Classroom and the SE/30 computer in the REACH Office of Telecommunications to the University's ethernet backbone was projected to have been completed by the end of Christmas vacation. This has not yet occurred. Until it does occur, it will not be possible to provide group training from the Center for Computers and Writing at the University of South Carolina.

Having the MacIntosh Classroom connected to the University backbone will allow us to conduct telecommunications training in the Mac Classroom. More importantly, however, it will allow faculty members within the Department of English to use the lab and VAX Notes to complement and enhance traditional classroom instruction in literature and composition.

(4)Financial Report

Dr. Randy Akers, Director of the South Carolina Humanities Council, serves as fiscal agent for all aspects of the REACH Project. He has provided two quarterly financial reports for the BellSouth grant, the first spanning the period between 1 August 1990 and 31 October 1990, the second spanning the period between 1 November 1990 and 25 March 1991. When the final fiscal report from the University is submitted to the South Carolina Humanities Council, we will develop the budget for 1991-1992.

As of the time of this report, intra-state travel vouchers totalling \$722.73 are outstanding. Telecommunication charges from CUFAN and AppleLink for February and March are outstanding. Bills for printing(\$252.18), inservice costs(\$152.09),and miscellaneous expenses(\$197.22) totalling \$601.49 , and an order for computer supplies and software totalling approximately \$500 are all outstanding.

Consultant fees which were to have been paid the Director by Richland Northeast School District for two inservice presentations on February 19, and an honorarium was to have been paid the Director for the closing keynote presentation at the Charleston Instructional Technology Conference on March 16 were paid into the general BellSouth budget to cover miscellaneous expenses and exigencies. The outstanding miscellaneous expenses(\$197.22)referred to above come out of that fund. That money is included in the financial report. Matching University funds from the Department of English are not included in his financial statement.

An expenditure that was not included in the budget submitted with last year's annual report is an expense of \$1,402.00 for six 24x72 inch and two 30x96 inch tables. The tables were needed for the networked lab of MacIntosh computers, for which neither the HSSC lab nor the English Department had funds. The tables were purchased out of money set aside for a laser printer and fax machine in the budget. The HSSC lab provided a used sheet feed scanner, a DEST PCScan 2000, and a new Apple LaserWriting IINTX for the use of the Center.

In addition, the Humanities and Social Sciences Computing Laboratory provided the Center with an SE/30 computer which functions as fileservier to the MacIntosh Classroom, seventeen MacIntosh Plus computers, a MacIntosh SE/20 computer, and a used DataShow LCD projection panel. In addition, Tom Morton from the HSSC provided complete AppleTalk cabling for the lab, PowerStation, Timbuku, and licenses and applications for MicroSoft Word 4.0.

When cables are ultimately run to connect the Center for Computers and Writing to the University's Ethernet backbone, the HSSC lab will provide hardware and cabling valued at approximately \$50,000 which will allow the networked lab to be connected to the University backbone.

Concluding Remarks

Implicit in the development of "the net" has been the recognition that new concepts and information are now generated too rapidly for any one individual or organization to have a firm or comprehensive perception of things either as they are, or as they may become. The speed at which new information and concepts are evolving makes it impossible for either to be formally codified. Our ability to capture and store information electronically, to retrieve that information, and finally to present that information in organized, hypermedia presentations blurs irretrievably any past notions of what "data" might be. We must learn--and teach our children to learn--to ask intelligent questions of others; to locate and query distant sources of information, and to analyze and share our own concepts and information..

Implicit also has been the recognition that we, and our children, must learn to establish contacts with people and cultures outside the territorial boundaries of the United States. If we are to communicate with individuals from other cultures, we must come to understand them, and they must come to understand us. In addition to learning to assume our responsibilities as citizens of the United States, we, and our children, must learn to assume responsibilities as citizens of the world, and as stewards of Earth.

Members of the state telecommunications network automatically gain access to the InterNet and to BitNet, both of which provide teachers and students with a technological tool of incredible power --one which they can use to establish communications and maintain relationships with individuals far distant from South Carolina, both geographically and culturally.

The focus, and primary objective of "the net"--known more formally as the South Carolina Network for Educational Telecomputing(SCNET)--is to provide an inexpensive, reliable telecommunications forum that will enable anyone, anywhere in the state, to exchange information and ideas, to discuss issues of common interest, and to solve problems. The focus is upon improving communication within the educational community--both horizontally and vertically within organizations, and between and among individuals and organizations.

A second, but complementary, purpose of "the net" is to begin to horizontalize access to educational leaders within the state's educational hierarchy, so that students and teachers can begin to contribute, in substantive ways, to decisions which affect them and their education. An insistent theme in the electoral campaign of the new State Superintendent of Education, Dr. Barbara Neilsen, has been her determination to move the Department of Education toward an advisory, consulting role with school districts in the state--away from state-mandated textbooks and inflexible regulations which apply regardless of circumstance. Neilsen has taken the very positive and encouraging position that educational decisions should be made by those who are closest to the individuals who will be affected by those decisions. To her position should be added only the following: "And who have the requisite information needed to make those decisions."

A telecommunications network, such as "the net," will help students, teachers, and others involved with education to provide educational leaders with the information they need to make those decisions intelligently. More, it will provide a vehicle for soliciting immediate and detailed reactions to both current and projected policies and regulations from the constituencies affected by those policies and regulations.

Addendum#1: Efforts to establish the SCNET :

BellSouth Foundation is aware that a substantial amount of time and effort has gone into efforts to secure support and funding to move the central locus of support for the SCNET off of, Eureka, the VAX Computer which supports CUFAN. These efforts began after Dr. Byron Webb, Director of Clemson's Extension Service, told us that the Extension Service could not support our efforts to develop an educational telecomputing network and were further motivated by our inability to even obtain new usernames for our people during the entire fall semester.

In the course of the year, we have had meetings with Digital Equipment Corporation, with MCI, a number of different groups within Southern Bell and BellSouth Corporation, with the South Carolina Department of Education, the Division of Information Resource Management, and with the Director of the new Educational Foundation of the South Carolina State Chamber of Commerce. Within the University itself, we have met with the deans of the College of Humanities and Social Sciences, the College of Library and Information Science, the College of Engineering, and the College of Education. We have met with the University Provost for Graduate Regional Studies, with the Vice President for Corporate Giving and University Relations, the Vice President for Academic Computing, the Vice President for Research, and with the Director and staff of the Humanities and Social Sciences Computing Lab.

Our progress to date may be summarized as follows:

1. Dr. Morton Solomon, Vice President for Academic Computing, has said that he will publicly support our efforts to bring up the SCNET within the University and has given us permission to bring a high bandwidth, X.25 link directly into the Humanities and Social Sciences Computing Laboratory in the basement of Gambrell Hall. In addition, Dr. Solomon gave his blessing to our locating our own VAX computer in the HSSC lab, while offering to house it at CSD if we so chose. Both Dr. Solomon and Dr. Gerald Stover, Director of Telecommunications, projected the possibility of ethernet links to our projected VAX computer from our regional campuses in support of distance education.

Cost: We are looking a fixed cost for a leased line of approximately \$500 per month to serve the entire state, with costs to users either competitive with or substantially lower than what is being charged by CUFAN for statewide access.

2. John Cogan, Senior Account Manager for Digital Equipment Corporation's Higher Education Division, agreed to have DEC's Senior Systems Engineer reconfigure our projected equipment needs to support the X.25 configuration. In addition, he agreed to provide specifics about "exactly how serious" DEC was about helping us to bring up the SCNET on a VAX computer--even to the point of considering "loaning" us what we need until we can get the SCNET up and running.

Cost: Our projected cost for the hardware and software we will need to support statewide electronic mail, online conferencing, and videotext--with links to the InterNet, will be between \$100,000 and \$150,000. DEC has indicated that it might provide up to 85% or more of our equipment cost.

3. We have tried to involve the South Carolina Department of Education, through both the Educational Data Center and the Office of Instructional Technology, in all of our discussions. The Department is strongly desirous of having a statewide electronic communication network in place just as soon as possible and has indicated that they will work cooperatively with us to do so. We have just concluded a meeting, initiated by us, with the Department of Education and with Wesley Kennedy and Jim Taylor, the Manager of the State Data Network and the Senior Account Executive for BellSouth Advanced Networks. There is a possibility that we may be able to obtain some financial backing from the Department of Education to support the efforts of the South Carolina Curriculum Congress which meeting for the first time on August 12.

Cost: If each of the 1120 public schools in South Carolina were on the SCNET, at an annual subscription cost of \$120, or only **\$10 per month**, the SCNET would have a sufficient annual operating budget to provide for technical and programmatic support, to provide site-based and regional training, and to maintain and expand its support for teachers, students, and other educators in the state. We could provide a basic set of ten or more "generic" usernames for each school(e.g., the principal, the guidance counselor, the media specialist, the physical education department, the language arts department, science department, etc.).

Cost: On August 2nd, the Department of Education asked Wesley Kennedy to explore what would be involved in developing a "cost per character sent" network that would allow users to work interactively on the state network without incurring costs for the amount of time they spent online. Costs would be a function of information sent or retrieved. He was also asked to explore the possibility of a fiber-optic link between the SCNET, the Department of Education's mainframe computer, and SCETV.

4. We have the support of both Dr. Jim Rex, Vice President for Alumni Relations and Corporate Giving, and Dr. John Duffy, Provost for Graduate Regional Studies. We have the support of Dr. Carol McGinnis Kay, Dean of the College of Humanities and Social Sciences and Chair of the REACH Advisory Board.
5. Digital Equipment Corporation initiated a meeting with us this spring and has indicated that it is interested in helping us to obtain the equipment we would need to bring the SCNET up on a VAX computer at USC, and that it is especially interested in the possibility of our establishing a K-12 link with DEC's Small Manufacturing-Technology Transfer Center initiative(SMTC) at the University.
6. We have an exceptionally well-qualified, prospective network manager waiting in the wings until September. The prospective network manager is experienced in the VAX environment and has worked in the past with Eddie King, a key staff member in the HSSC lab--who has himself been in charge of a VMS system. The prospective manager has worked with both Brent Hutto and Vance Stone in supporting the VAX computers in the College of Engineering, has been involved in running an extensive VAX environment for Dupont in Boothwyn, Pennsylvania, and is currently employed as a consultant to the SMTC program. If we do not have him under contract by the beginning of September, there is a high probability that he will be snapped up by private industry.

BOTTOM LINE: If DEC will loan us the initial equipment we need to buy a small VAX computer and requisite equipment, and if we can get an agreement from the SC Department of Education to use us as their official channel for interactive communications with the schools so that we can be assured of the equivalent of \$10 per month from each school to support personnel and provide for equipment maintenance and support, and if we can obtain initial funding to employ a network manager and purchase a small amount of system software, then we can bring the SCNET off the ground as a self-supporting, self-sustaining network this fall.

Once the electric connections have been established, any student, any teacher, any educator will be able to communicate with anyone, anywhere in the state, from any school, from any business location, from any home, from any phone line to which a modem can be connected. Teachers and students will be able to exchange information and experiences with one another, conduct research collaboratively with others anywhere in the state, locate sources of expert help not only in libraries but in business. Or simply swap stories with one another.

ADDENDUM #2: ACTION JOURNAL

Action Journal May 1990 through March 1991

May 1990

- May 4: (St. Andrews) Presentation to Board of Directors of the Network for Effective Education, Columbia, SC.
May 10: Presentation to the Telecommunications Advisory Committee for the University of South Carolina
May 11: Presentation for Dr. Melody Ridgeway and Dr. Vickie Hancock from the national headquarters of the Association for Supervision and Curriculum Development
May 15: (Estill, Jasper) Onsite technical assistance at Estill High and Jasper High
May 24: (San Francisco) Presentation at the annual conference of the Electronic Networking Association in San Francisco
May 29: (Estill) Onsite technical assistance at Estill High School. School is FINALLY online!

July 1990

- July 18: (Clemson) Meeting with Dr. Bud Webb, Director of Agricultural Extension at Clemson, with Dr. Bill Shimel, with Dr. Jerry Lambert, Jack Blodgett, and Judy Pilgrim to discuss ways of improving communications with and cooperation from the CUFAN staff. Told at this meeting by Dr. Webb that Clemson Extension Services had no mission to support public education and that they could not provide "the net" with technical assistance or support.
July 18: (Clemson) Meeting with Dr. Robert Snelsire, College of Electrical Engineering and Computer Science, Clemson University, to discuss plans for developing a statewide computer network for science and mathematics education--in conjunction with the "network for educational telecommunication"--using SCUREF funding.
July 19: Meeting with Eddie King to discuss possible support for "the net" from within the USC Humanities and Social Sciences Computing Lab.
July 19: Presentation for Dr. Paul Huray, Senior Vice President for Research for USC and Acting Director of the SC Universities Research and Education Foundation (with Dr. F. A. "Ski" Helinski) concerning the projected "network for educational telecommunication".
July 24: Meeting with Dr. Joseph Katz and Eddie King to explore potential support for "the net" from within the Department of English and the College of Humanities and Social Sciences.
July 26: (Goose Creek) Presentations (AM & PM): Network for Effective Education Regional Staff Development Conference, Goose Creek, SC.
July 27: (Darlington) Presentations (AM & PM): Network for Effective Education Regional Staff Development Conference, Darlington, SC.
July 31: (Irmo) Presentations (AM & PM): Network for Effective Education Regional Staff Development Conference, Columbia, SC.

August, 1990

- August 1: (Laurens) Presentations (AM & PM): Network for Effective Education Regional Staff Development Conference, Laurens, SC.
August 8: (Rock Hill) Presentation for the Winthrop Writing Project, Winthrop College, Rock Hill, SC.
August 8: (Rock Hill) Meeting with the Director of the SC Teacher Recruitment Center, Rock Hill, SC.
August 8: (Rock Hill) Meeting with the Director of the Governor's Remediation Initiative, Winthrop College, Rock Hill, SC.
August 22: Technical Assistance and presentation for directors of the South Carolina Writing Project and the Writing Improvement Network, Columbia, SC.
August 27: (Clemson) Meeting with Dr. Andrew Smith and Cate Townsend to work out the VAX Notes structure for LINK, a weekly electronic newsletter for all librarians and media specialists in South Carolina.
August 27: (Clemson) Meeting with Dr. Ward Morgan, College of Electrical Engineering and Computer Science, Clemson University, to discuss "options" for both the statewide network for educational telecommunications and a national network for CHART. Morgan agrees to investigate options for us--including technical feasibility and cost of a possible ISDN network within South Carolina.
August 28: (Clemson) Meeting with Dr. Chris Duckenfield, Vice Provost for Computing Services at Clemson, with Dr. Dave Bullard, Programs Director, and Jack Blodgett, to discuss ways of improving technical support and assistance for the "network for educational telecommunications".
August 29: (Columbia) Meeting with Jack Blodgett, Beulah White, and Cate Townsend to discuss the content and structure of VAX Notes conferences projected for 1990-1991. Columbia, SC.

September, 1990

- September 6, 7: (Clemson) Working meetings with Judy Pilgrim to straighten out CUFAN accounts and develop systematic procedures for bringing clients onto the CUFAN network and providing them with systematic and reliable support.

September 11: (Clinton) Onsite technical assistance meeting with Jane Hammett and Cathy Hilton, Clinton High School, to help draft their REACH proposal, incorporating exploration of EASYNET, LUIS, USCAN, LION, FOCUS, and other databases in the 1990-1991 activities.

September 13: (Columbia) Attend meeting of the Writing Improvement Coordinating Council (WICC).

September 13: Attend staff meeting of Writing Improvement Network directors and staff in official capacity as an adjunct staff member. Receive letter officially confirming appointment as director of telecommunications for the South Carolina Writing Project.

September 14: Moderate meeting at State Writing Conference, Columbia, SC.

September 15: (Hartsville) Presentation at the Darlington Educational Computing Conference, Hartsville, SC.

September 17: Meeting with Bob Reese, new Director of the Office of Instructional Technology. Pam Pritchett and Dr. Sandra Thomas appointed new Chief Supervisors. Meeting set up with Pamela Pritchett to plan to bring all regional consultants with Office of Instructional Technology online. Asked to provide description of "the net" for inclusion in next publication!

September 18: Conference call with Dr. Judith Reyni, CHART Director; Bill Wright, Director of BreadNet; Jack Blodgett, Executive Director of REACH, and Dr. Richard Sterling, Director of the Lehman Center for Literacy, CUNY. Discussion of possible ways of creating a national network comprised of directors of thirteen CHART projects and selected others. Second conference with Bill Wright and Richard Sterling projecting plans for the telecommunications session at the CHART directors meeting in Arkansas in October.

September 20: Tables for computers for MacIntosh Composition and Telecomputing Laboratory arrive. Tom Morton and I pick up tables, deliver to Center for Computers and Writing, and begin assembly of laboratory.

September 24-28: Networking of MacIntosh Composition and Telecommunications laboratory completed.

September 25: Judy Pilgrim tells me she will accept "faxed" requests for usernames. During this week, develop "official" forms which will be used to "fax" username requests to CUFAN.

September 20: Provide written description of "the net" for inclusion in Department of Education's annual publication on instructional technology.

September 24: (Clemson) Work with Jack Blodgett at Clemson to determine REACH-funded school sites for 1990-1991.

September 25: (Clemson) Meet with Dr. Jerry Lambert and get his approval of "fax" forms developed for requesting usernames.

September 25: (Clemson) Meet with Dr. Andrew Smith, Miriam Brown, Jay Crawford: Dr. Smith tells me he has accepted a position at the University of South Florida and will be unable to conduct VAX Notes staff development during 1990-1991.

September 25: (Clemson) Meet with Dr. Bill Shimel and Elaine Cobb, and get Dr. Shimel's approval of "fax" forms developed for requesting usernames. Dr. Shimel tells me that Ms. Cobb will be assisting Judy Pilgrim with CUFAN account log-ons and that we should expect to find service greatly improved. Discover that Judy Pilgrim, who was to do VMS Mail and CUFAN inservice will be unable to do staff development as planned.

NB: Elaine Cobb resigns her position before she was to be of assistance to Judy Pilgrim. As of March, 1991, her replacement, Norma Moss, has still to be trained before she can be of assistance to Judy Pilgrim with SCNET.

September 25: (Clemson) Meet with Dr. Ward Morgan to discuss potential for ISDN network in South Carolina and its implications for improved access to telecommunications by teachers and students.

September 26, 27: (Clemson) Meet with Judy Pilgrim and work on straightening out accounts, insuring that all usernames requested have been assigned. Meet again with Dr. Shimel, Elaine Cobb, and Judy Pilgrim to work out procedures for requesting new accounts. Agreement reached on procedures to be used.

October, 1990

OCTOBER 1: MACINTOSH COMPOSITION AND COMMUNICATION LABORATORY IS OPERATIONAL. Connection with University EtherNet "backbone", projected to occur during Christmas break.

NB: As of August 6, 1991, connection with University EtherNet backbone is still promised but has not occurred.

October 2: Receive notification that laser printer has arrived. Retrieve printer. Connect printer to MacIntosh Composition Laboratory AppleTalk network.

October 3: Meet with Dr. Cheryl Wissick, new director of Center for Instructional Technology, USC-Columbia. Secure username on "the net" for Wissick.

October 4: Meet w. J.C. Ballou and Edna Drews, SDE Drop-Out Prevention Section to provide requested information on "the net."

October 4-5: (Columbia) Telecom Panelist and Presentation Moderator, State Conference of the South Carolina Council of Computer Educators, Columbia, SC.

October 11-14: (Arkansas) Technical Assistance, with Bill Wright, to CHART Directors meeting, Little Rock, Arkansas.

OCTOBER 15: (USC) BEGIN WORK ON USER'S GUIDE: A PLACE TO BEGIN

October 23: Planning meeting with SC Arts Commission, Rural Arts Grant.

October 24: Attend USC Telecommunications Advisory Committee Meeting
October 27: (Columbia)Attend fall conference, South Carolina Council, Teachers of English
October 30: (USC)Meet with Dennis Gabriel, SC Development Board Office of Rural and Community Development to discuss telecommunications support for Center for Rural Education, to be based at the University of South Carolina.
NB. Gabriel indicated at the meeting that he felt that he would be able to find \$100,000 to help fund a host computer and initial salary for a network administrator. In return, SCNET would provide technical assistance and telecommunications services to Center for Rural Development to be housed at USC College of Education. Since the initial meeting, no further word has been heard from Mr. Gabriel. He has not returned several phone calls.

November, 1990

November 1,2: Participate in meeting of Writing Improvement Coordinating Council, Logan School, to select schools deemed to have exemplary writing projects during the school year, 1990-1991.
November 5: MacIntosh Composition Lab visited by Richard Marius, Bill Rivers, Carolyn Matalene.
November 6: Presentation at directors meeting of South Carolina Writing Project(SCWP) and Writing Improvement Network(WIN). Officially appointed as coordinator of telecommunications for SCWP and for WIN.
NOVEMBER 7: GO TO PRESS WITH PILOT VERSION #1 OF USER'S GUIDE: A PLACE TO BEGIN
November 8: (Clemson)Attend conference sponsored by Center for Computer Networks. Meet Dave Morris, et al, from Southern Bell.
November 8,9: (Clemson)Participate in Project REACH alternative assessment training with Nancy Atwell.
NOVEMBER 8: (Clemson) DISTRIBUTE USER'S GUIDE TO REACH PARTICIPANTS AT ALTERNATIVE ASSESSMENT MEETING.
November 8: (Pendleton)On-site technical assistance, Pendleton Jr. High School.
November 16: (Atlanta)Meet with Patricia Willis and Bill Wright at BellSouth Foundation in Atlanta.
November 16: (Atlanta)Attend directors meeting, National Writing Project.
November 16-19: (Atlanta)Attend national conference, National Council of Teachers of English. Participate in telecommunication presentations. Join SIG for establishing national NCTE telecommunications network.
November 20: (Rome)Onsite technical assistance and training at Berry College. Set up Dr. Amber Prince on network. Visit lab school and establish potential contact with State School for the Deaf in Georgia.
November 21: (McCormick)Onsite technical assistance visit, McCormick Middle School. Equipment orders still on hold at Middle School. Visit district office and meet with district staff.
November 27: (Richland #2)Planning meeting with Lorraine Conrad for telecommunications presentation for district inservice.

December, 1990

December 6-8: (Washington,DC)Presentation at Computer Networking Conference sponsored by American Association of School Administrators(AASA) and Bell Atlantic.
December 12:: Participate in PageMaker training sessions funded by Writing Improvement Network.

January, 1991

January 10: (Sumter)Technical assistance visit, Alice Drive Elementary School, Sumter, SC.
January 15: (AM)Class instruction, English 102
January 17: (AM)Class instruction, English 102
January 17: (USC)Meeting with Dr. Paul Beasley, Director, TRIO programs, and Mary Katszif to reach agreement on arrangements for Upward Bound to use MacIntosh Lab for instruction on Saturday mornings.
January 24: Discuss dedicated 800 service for projected USC host computer with Jeannie Baxley, MCI USC representative.
January 22: (AM)Class instruction, English 102
January 24: (AM)Class instruction, English 102
January 25: (USC, Department of Education)Meet with Dr. Terry Kuhs about projected Eisenhower Grant proposal. Meet with Dr. Larry Winecoff to discuss Center for Rural Education. Discuss Professional Development School project.
January 28: Meet with Marsha Davis(ABACUS) and Rick Young(IBM Education Representative for South Carolina).
January 29: (AM)Class instruction, English 102
January 29: As member of SCCATSL Technology Advisory Council, attend state conference of South Carolina Center for the Advancement of Teaching and School Leadership(SCCATSL). Deliver User's Guide to Dr. Barbara Gottesman and Dr. Rita Stringfellow.
January 30: (AM)Class instruction, English 102

February, 1991

February 5: (AM)Class instruction, English 102

February 5: (USC)Presentation on SCNET to REACH Advisory Board.
February 4: (USC)Meeting with Dr. Dan Barron, College of Library and Information Science and chair of USC Telecommunications Advisory Committee.
February 7: (AM)Class instruction, English 102
February 8:(USC)Presentation for Digital Equipment Corporation(DEC). Presentation also attended by Dean of College of Humanities and Social Sciences, Dean of College of Engineering, Dean of College of Education, SDE Chief Supervisor in Office of Instructional Technology, SDE Educational Data Center Pathways and Osiris personnel, Director of the Humanities and Social Sciences Computing Laboratory.
NB: Digital Equipment Corporation has indicated an interest in helping SCNET with the equipment needed to bring a host computer online at USC.
February 11:(Irmo)Technical Assistance and staff development training Irmo Middle School/Campus R. Project REACH and SCCATSL.
February 12: (AM)Class instruction, English 102
February 12:(Forest Acres)Technical Assistance and staff development training for Terri Dozier, Professional Development Schools Coordinator and Linda Sosbee, Computer Coordinator, Satchelford Road Elementary School
February 14: (AM)Class instruction, English 102
February 15:(Bowman)Onsite technical Assistance, Idella Carson and Jodie Bowman. Follow-up to ABS Computer Systems in Orangeburg.
February 18:(Dentsville)Telecommunications demonstrations and presentations for Richland#2 district inservice(AM/PM)
February 19: (AM)Class instruction, English 102
February 19:(SC Arts Commission)Telecommunications demonstration and presentation for SC Arts Commission and nine Rural Arts projects.
February 20:(Charleston)Telecommunications demonstration and presentation with Chip Boling, Clemson Extension Office Director for Charleston County, to prepare for presentation to Charleston School District.
February 20:(Charleston)On-site visits to Porter Gaud School(Mac Magill)and Harbor View Elementary School(Ellen "Tranny" Gartside)to deliver userguides.
February 21: (AM)Class instruction, English 102
February 21:(Columbia)Last minute cancellation of telecommunications demonstration and presentation for Governor's Rural Summit
February 22,23:(Greenwood)PRAXIS CONFERENCE: Provide brief overview of "the net" and moderate panelist presentations from York High, Newberry High, Andrews High, Hunter-Kinard-Tyler High, Clinton High, Morningside Middle, and Denmark Olar Elementary schools.
FEBRUARY 23: PROVIDE EVERY REACH PROJECT WITH PRINTED USERGUIDE, PRINTED DIRECTORY, SUPPLEMENT FOR USE WITH PROTERM, AND WITH 3.5" DISKETTE CONTAINING COMPLETE USERGUIDE IN HARD COPY AND ASCII FORMAT AND DISK VERSION OF DIRECTORY AS OF FEBRUARY 17, 1991.
February 25: Technical assistance, via telephone, with Jody Corwin(Bowman High)concerning equipment purchases to be recommended by school principal to set up telecommunications for the school.
February 26: (AM)Class instruction, English 102
February 28: (AM)Class instruction, English 102
February 28:(USC)Telecommunications demonstration and presentation for Professional Development School Consortium, USC Business Administration auditorium.

March, 1990

March 3: Call from Patti Smith, SCCCE, asking me to chair new Publicity Committee for South Carolina Council of Computer Educators.
March 4:(Great Falls)Onsite technical assistance and training, Great Falls Middle School
March 5: (AM)Class instruction, English 102
March 5:(USC)Meeting with Dr. Terry Kuhs. Request to provide telecommunications assistance and training for Eisenhower Grant for middle school mathematics and science project during 1991-1992.
March 6:(USC)Meeting and presentation with Dr. Paul Huray, Dr. James Rex, Dr. F. A. Helinski, Eddie King on proposed host computer for "the net"
March 7: (AM)Class instruction, English 102
March 7:(USC)PRINT PILOT VERSION #2 OF USERGUIDES
March 7-10:(Hickory Knob)Technical Assistance, PROVIDE USERGUIDES TO ALL WIN STAFF MEMBERS AND TEACHER CONSULTANTS. Work with group on projected book on remedial writing. Agree to co-author, with Marty Hutto(REACH,WIN) from Andrews High, chapter on use of the computer to teach writing.
March 12: (Greenville)Presentation to Southern Bell Marketing group(Dave Morris, Kathy Garrick, Julie Onus, Benny Dubose)with Dr. Ward Morgan and Bruce Ferguson: Exploration of potential ISDN network for schools in South Carolina.

MARCH 13: PREPARE ONE-PAGE FLYER DESCRIBING SCNET. REVISE APPLICATION TO SCNET. HAVE COPIES OF BOTH PRINTED. PACKAGE AND SHIP TO CATE TOWNSEND AT SOUTH CAROLINA SCHOOL LIBRARIANS CONFERENCE AND AECT CONFERENCE IN MYRTLE BEACH.

March 14, 16: (Charleston) Deliver closing keynote presentation on SCNET and Project REACH to Charleston Instructional Computing Conference at College of Charleston.

March 17, 18: (Charleston) WICC evaluation visit to James Island High School. Technical assistance visit to Harbor View Elementary School (Ellen "Tranny" Gartside).

March 19: (AM) Class instruction, English 102

MARCH 19: (USC) PRINT SECOND REVISION TO PILOT VERSION OF USER'S GUIDE FOR GOVERNOR'S SCHOOL INSERVICE

March 20: (West Hartsville) WICC evaluation visit, technical assistance and training for Dr. Doris Woods, West Hartsville Elementary School

March 20: (Hartsville) Presentation and technical assistance with staff of Governor's School for Science and Mathematics at Coker College, Hartsville, SC.

March 21: (AM) Class instruction, English 102

March 22: (Columbia) Full day's meeting with Writing Improvement Coordinator Committee to select schools to be recognized as having exemplary writing programs at state writing conference in October, 1991 (NB: With two exceptions, ALL of the WICC representatives are members of SCNET): Provide user guides for all members of WICC who have not yet received them.

March 25: (USC) Technical assistance for Dr. Beverly Busching, USC-College of Education. Set up computer for telecommunications. Log Dr. Busching onto the network.

March 26: (AM) Class instruction, English 102

March 27: (Columbia) Meet with Dr. Bob Snelsire (Clemson), Dr. Ernie Boyd (Governor's School), and Jack Blodgett (Project REACH) to discuss use of \$107,00 SCUREF Grant for establishing statewide computer education network for science and mathematics.

March 28: (AM) Class instruction, English 102

ADDENDUM #3: Appointments, Committees, Etc

1. Directors of the South Carolina Writing Project and the Writing Improvement Network have requested that the REACH Director serve as an ex-officio director of telecommunications for SCWP and that also serve as telecommunications coordinator for the Writing Improvement Network.
2. The Department of Education asked that the REACH Director continue to serve on the Writing Improvement Coordinating Council whose mission is to encourage excellence in writing instruction in the state's schools, K-12.
3. The Director of the South Carolina Center for the Advancement of Teaching and School Leadership asked that the REACH Director serve on the Technology Advisory Committee for SCCATSL.
4. The South Carolina Council of Computer Educators, a cross-disciplinary organization which is shaping the uses of technology in South Carolina, asked the REACH Director to co-chair the newly formed Public Relations committee for SCCCE.
5. The Superintendent of the South Carolina Department of Education asked that the REACH Director serve on the Regional Centers of Excellence Committee of the South Carolina Department of Education.
6. The Chair of the Department of English asked that I serve on the Computer Committee for the Department of English. and on the Composition Committee.
7. The REACH Director has been asked to participate in the South Carolina Curriculum Congress which will meet for the first time in August, 1991.

**BellSouth Foundation
Interim Report
Project REACH
Office of Telecommunications and Instructional Technology
21 September 1990**

**Provided to:
Leslie Graitcer, Program Manager
BellSouth Foundation**

**By:
Kemble Oliver, Director
Project REACH
Office of Telecommunications and Instructional Technology**

I. Narrative summary of events to date

Section II which follows this narrative is intended to provide a brief, chronological summary of events that have transpired since submission of our annual report to BellSouth. Section III provides a summary of the increased technical capability of the REACH Office of Telecommunications and Instructional Technology. Some reference to Section II and III will be made in the narrative that follows.

A. USC, Humanities and Social Sciences Computer Laboratory Support:

The staff of the Humanities and Social Sciences Computer Labs has provided significant amounts of technical assistance to REACH during the past year through the efforts of Tom Morton, Eddie King, Fariborz Babae, Homer Steedley, and its director, Dr. Dave Cowen. This assistance continues unabated. Equally important is the material contribution and encouragement provided by Dean Carol Kay and Dr. F. A. Hilenski in the the College of Humanities and Social Sciences and Dr. Joel Myerson, who was instrumental in seeking the BellSouth grant and who served as Chair of the Department of English during the initial year of the grant..

With the full implementation of the networked MacIntosh Classroom within the Center for Computers and Writing, the REACH Office of Telecomputing and Instructional Technology will be able to provide networked instruction in composition, demonstrations of significant new software, and telecomputing training for up to 18 active participants. Connections through the University's Ethernet backbone will link the MacIntosh Classroom to online resources both within the University and, through InterNet, to significant online resources within the United States and abroad.

The equipment and technical assistance which is being provided by the Humanities and Social Sciences Computing Lab would have cost REACH literally thousands of dollars. According to Tom Morton and Eddie King, future support which could be made available to the REACH Office of Telecommunications and Instructional Technology through the University's technical and computer resources could exceed three-quarters of a million dollars.

It is difficult to put a price on the assistance and support which has been provided by the staff of the Humanities and Social Sciences Lab. They consistently go out of their way to provide assistance, to suggest ways of getting things done that work.

B.Clemson, CUFAN, and the status of the network for educational telecommunications

1. When efforts began to establish electronic communication between teachers and students in the REACH schools funded by the Rockefeller Foundation, later extended to include any school or educational organization in the state, there was an assumption on the part of REACH that we had the full support and understanding of CUFAN, assuming that our success in establishing the network would significantly enhance the reputation of the CUFAN network. Unverified assumptions can be dangerous.

It became apparent in late May that a number of requested Accounts and UserNames had never been created and that--if we were to try to use CUFAN for our network--REACH would have to work out formal agreements with CUFAN for systematic technical and programmatic support.

On July 18, 1990, Jack Blodgett and I met with Dr. Bud Webb, responsible for providing oversight to all of Clemson University's extension services. Also attending the meeting were Dr. Jerry Lambert, Dr. William Shimel, and Ms. Judy Pilgrim. In the course of that meeting we found that the Agricultural Engineering Department had sold the VAX used to support CUFAN to the Computer Services Division(CSD) at Clemson and was leasing its use of the computer from CSD. The implication of the sale of the VAX to CSD is that, from the perspective of the Clemson Agriculture Department, it would be more financially advantageous to them--and more expensive for us--if we were to buy our own host computer and hook it into the CUFAN network. They have been charging us \$.15 per connect minute to use the system, the same price they charge to users of the Employment Security Commission which provides its own host computer. In the course of the meeting we were told that, while the Agriculture Department would help us in creating accounts and usernames, they were not prepared to provide "our users" with technical or programmatic support, that doing so was not part of their "mission" within Clemson University's programmatic goals.

2. On August 28, Jack Blodgett and I met with Dr. Chris Duckenfield, Vice Provost for Computer Services at Clemson, and with Dr. Dave Bullard, Director of Computer Services. The purpose of our meeting was to provide Dr. Duckenfield with an update on what we had been doing, explain the difficulties we had had in simply getting clients accounts and usernames on the CUFAN system, and see if we could not get some support from the Computer Services Division for Judy Pilgrim, the one person through whom all requests for accounts and usernames have to pass. It was not until this meeting that the implications of the sale of the Agricultural Engineering Department's VAX to CSD became clear.

Dr. Duckenfield was supportive. Dr. Bullard agreed to see if Agricultural Engineering would allow CSD to work with them in creating and maintaining accounts.

Dr. Duckenfield offered to buy a MicroVax computer for the exclusive use of the network and lease it back to us at cost. This would give us control over the user interface to the computer and allow us the options of (1) continuing to run over the CUFAN network of leased phone lines; (2) supplementing that service with an 800 number which could route users through a bank of local rotary numbers, or (3) opting to establish our own proprietary network using an 800 number.

The meeting clarified the shape of the CUFAN network for us: Although the statewide network of lines and modems had been originally designed by CSD, the Agricultural Extension office was financially responsible for maintaining the network and controlled access to it. And access to the network and maintenance of accounts and usernames appeared to be the sole responsibility of Judy Pilgrim who, during the previous year, had been given heavy teaching responsibilities and was frequently gone from Clemson providing field support.

3. Since that meeting, Jack Blodgett met with Dr. Bill Shimel and Dr. Shimel has agreed to provide Judy Pilgrim with some secretarial assistance. Judy will be training Ms. Elaine Cobb to assist her. Requests for usernames and accounts still have to go through Judy Pilgrim in Agricultural Engineering to Vicky Lee at CSD for assignment of usernames, then back to Judy Pilgrim for confirmation and notification.

4. Since that meeting Judy Pilgrim and I have been working to straighten out old accounts and work out systematic procedures for bringing new accounts and usernames online. In the last month I have developed a detailed Filemaker database of UserNames, Accounts, addresses, phone numbers, et cetera, and have provided Judy Pilgrim with an ordered and systematic list of actions that need to be taken to ensure that accounts are being correctly billed, that usernames have been assigned, and that users with "OU"(outside user)prefixed usernames have been given "NT"(the net")usernames when appropriate.

5. On Wednesday, September 19, Judy Pilgrim and I had a long telephone conference to see where we were with bringing the network up to date. During that conversation, Judy Pilgrim indicated that it would be acceptable to her for me to simply FAX applications for new accounts and usernames to her and that she could simply FAX them back to me when usernames and accounts were active. This in lieu of the slow, expensive system of forms in triplicate we had discussed previously. All that will be required to put the system into play will be an inexpensive FAX machine within the Center for Computers and Writing and a dedicated phone line.

As side benefits of my meetings with Judy Pilgrim, she told me:

- a. That CUFAN would provide FREE use of their system to anyone in the public information or media that had a legitimate need for the system. All media accounts are given a special "OUM"(outside user/media)username.

This opens up some exciting possibilities of partnering with local newspapers, periodicals, television and radio stations!

- b. That CUFAN would charge out-of-state users only the \$10 per month minimum for use of their system. They would not charge them \$.15 per minute for use of the network, because they would be dialing directly into the Clemson VAX.

Although an out-of-state user would have to pay long distance charges to get to the Clemson VAX, their use of the system itself would be free. If we could provide an inter-state 800 number for selected out-of-state users, we could host regional, asynchronous VAX Notes conferences at very little additional cost.

C. Current status of "the net"

1. By October 1, 1990--assuming that Judy Pilgrim has been able to effect all of the actions needed to bring the network up to date--we should be able to go to press with a hardcopy directory of UserNames ordered both alphabetically and by organization. The directory will contain the names of more than 200 key educators in the state, with the anticipated addition of at least that many more during the second year of the grant.

2. Of the 200 users, only about 50 have received formal training in the use of the network. Those who have not received training will be provided training as soon as it can be scheduled.

3. By November 1, 1990, we hope to have completed a simple, one page, tri-fold, eight -column usermanual for VMS Mail and a second one-page, tri-fold, eight -column usermanual for VAX Notes.

We plan to complement information in the introductory usermanuals with VAX Notes conferences, with short tutorials dedicated to more powerful features of VMA Mail and VAX Notes, and to showing users how to access distant databases through Telnet.

4. By December 1, 1990, we expect to have the MacIntosh Computer Laboratory completely operational for both composition instruction and telecommunications training.

5. By December 15, 1990, it is anticipated that all REACH schools will have received at least one visit from the director of telecommunications, bringing gifts.

II. Professional Presentations and Significant Meetings

1. May 4, 1990: Presentation to Board of Directors of the Network for Effective Education, Columbia, SC.
2. May 10, 1990: Presentation to the Telecommunications Advisory Committee for the University of South Carolina
3. May 11, 1990: Presentation for Dr. Melody Ridgeway and Dr. Vickie Hancock from the national headquarters of the Association for Supervision and Curriculum Development
4. May 15, 1990: Technical assistance at Estill High and Jasper High
5. May 24, 1990: Panelist at the annual conference of the Electronic Networking Association in San Francisco
6. May 29, 1990: Technical assistance at Estill High School. School is FINALLY online!

7. July 18, 1990: Meeting with Dr. Bud Webb, Director of Agricultural Extension at Clemson, with Dr. Bill Shimel, with Dr. Jerry Lambert, Jack Blodgett, and Judy Pilgrim to discuss ways of improving communications with and cooperation from the CUFAN staff.
8. July 18, 1990: Meeting with Dr. Robert Snelsire, College of Electrical Engineering and Computer Science, Clemson University, to discuss plans for developing a statewide computer network for science and mathematics education--in conjunction with the "network for educational telecommunication"--using SCUREF funding.
9. July 19, 1990: Meeting with Eddie King to discuss possible support for "the net" from within the USC Humanities and Social Sciences Computing Lab.
10. July 19, 1990: Presentation for Dr. Paul Huray, Senior Vice President for Research for USC and Acting Director of the SC Universities Research and Education Foundation(with Dr. F. A. "Ski" Helinski)concerning the projected "network for educational telecommunication".
11. July 24, 1990: Meeting with Dr. Joseph Katz and Eddie King to explore potential support for "the net" from within the Department of English and the College of Humanities and Social Sciences.
12. July 26, 1990: Presentations(AM & PM): Network for Effective Education Regional Staff Development Conference, Goose Creek, SC.
13. July 27, 1990: Presentations(AM & PM): Network for Effective Education Regional Staff Development Conference, Darlington, SC.
14. July 31, 1990: Presentations(AM & PM): Network for Effective Education Regional Staff Development Conference, Columbia, SC.
15. August 1, 1990: Presentations (AM & PM): Network for Effective Education Regional Staff Development Conference, Laurens, SC.
16. August 8, 1990: Presentation for the Winthrop Writing Project, Winthrop College, Rock Hill, SC.
17. August 8, 1990: Meeting with the Director of the SC Teacher Recruitment Center, Rock Hill, SC.
18. August 8, 1990: Meeting with the Director of the Governor's Remediation Initiative, Winthrop College, Rock Hill, SC.
17. August 22, 1990: Presentation for directors of the South Carolina Writing Project and the Writing Improvement Network, Columbia, SC.
19. August 27, 1990: Meeting with Dr. Andrew Smith and Cate Townsend to work out the VAX Notes structure for LINK, a weekly electronic newsletter for all librarians and media specialists in South Carolina.

20. **August 27, 1990:** Meeting with Dr. Ward Morgan, College of Electrical Engineering and Computer Science, Clemson, University, to discuss "options" for both the statewide network for educational telecommunications and a national network for CHART. Morgan agrees to investigate options for us—including technical feasibility and cost of a possible ISDN network within South Carolina.
21. **August 28, 1990:** Meeting with Dr. Chris Duckenfield, Vice Provost for Computing Services at Clemson, with Dr. Dave Bullard, Programs Director, and Jack Blodgett, to discuss ways of improving technical support and assistance for the "network for educational telecommunications".
22. **August 29, 1990:** Meeting with Jack Blodgett, Beulah White, and Cate Townsend to discuss the content and structure of VAX Notes conferences projected for 1990-1991. Columbia, SC.
23. **September 6 and 7, 1990:** Working meetings with Judy Pilgrim to straighten out CUFAN accounts and develop systematic procedures for bringing clients onto the CUFAN network and providing them with systematic and reliable support.
24. **September 11, 1990:** Technical Assistance meeting with Jane Hammett and Cathy Hilton, Clinton High School, to help draft their REACH proposal, incorporating exploration of EASYNET, LUIS, USCAN, LION, FOCUS, and other databases in the 1990-1991 activities.
25. **September 13, 1990:** Represent Project REACH on the Writing Improvement Coordinating Council and receive letter officially confirming position as an ex-officio director within the South Carolina Writing Project.
26. **September 13, 1990:** Attend staff meeting of Writing Improvement Network directors and staff in official capacity as an adjunct staff member.
27. **September 14, 1990:** Presentation Moderator at the annual State Writing Conference, Columbia, SC.
28. **September 15, 1990:** Presentation at the Darlington Educational Computing Conference, Hartsville, SC.
29. **September 17, 1990:** Meeting with Bob Reese, new Director of the Office of Instructional Technology. Pam Pritchett and Dr. Sandra Thomas appointed new Chief Supervisors. Meeting set up with Pamela Pritchett to plan to bring all regional consultants with Office of Instructional Technology online! Asked to provide description of "the net" for inclusion in next publication!

30 September 18, 1990: Conference call with Dr. Judith Reyni, CHART Director; Bill Wright, Director of BreadNet; Jack Blodgett, Executive Director of REACH, and Dr. Richard Sterling, Director of the Lehman Center for Literacy, CUNY. Discussion of possible ways of creating a national network comprised of directors of thirteen CHART projects and selected others. Second conference with Bill Wright and Richard Sterling projecting plans for the telecommunications session at the CHART directors meeting in Arkansas in October.

III. Increased Capability

1. May, 1990: In May, the project's first equipment purchase arrived--a MacIntosh SE/30 computer equipped with an 80MB hard disk. A twin to the MacIntosh SE/30 and a modem--identical in every respect to equipment in the REACH office--was purchased by the director with personal funds and brought online at his home
2. June, 1990: In June, the REACH director, working with Tom Morton from the USC Humanities and Social Sciences Computer Lab, developed working schematics for a projected computer lab within the Center for Computes and Writing which would support not only composition but telecommunications training. These were submitted to the University Engineering and Facilities Planning department and approved.
3. Early July, 1990: In early July, the REACH director removed built-in bookshelves, tables, chairs, et cetera, from what had been the seminar room in the Center for Computers and Writing; filled the resulting holes in the walls, and repainted the room to prepare for the arrival of equipment that the USC Humanities and Social Sciences Computer Lab had promised would be provided during the summer.
4. Mid July 1990: In mid July, University electricians physically modified the electrical circuitry in the seminar room to facilitate development of the projected MacIntosh laboratory.
5. Early August, 1990: In early August, the USC Humanities and Social Sciences Computing Lab delivered to the Center for Computers and Writing 24 MacIntosh Plus computers, an LCD projection panel to facilitate whole class presentations by computer, a DEST sheet feed scanner, and a Gordian tangle of wiring and connectors..

6. **September 20, 1990:** On September 20, notification was received that tables for the MacIntosh Laboratory had arrived. Tom Morton and I borrowed a truck from Inventory Control and personally delivered the tables to the Center for Computers and Writing.
- 7 **September 21, 1990:** On September 21, it is projected that Tom Morton and the REACH Director will actually put the MacIntosh Laboratory together. Additional equipment to be provided by the USC Humanities and Social Sciences Computing Lab include a MacIntosh SE/30 computer with an 80MB hard disk that will serve as fileserver to the lab; a MacIntosh SE computer with a 20MB hard drive which has been enhanced and provided with Timbuku software for laboratory administration, and--on order--a new Texas Instruments high-speed laser printer.
8. **October 1, 1990:** It is anticipated that the MacIntosh Laboratory within the Center for Computers and writing will be operational for composition instruction by October 1, 1990.
- 9 **November 1, 1990:** It is anticipated that equipment will be in place within the Center for Computers and Writing to support writing and publication by November 1, 1990.
10. **December 1, 1990:** It is anticipated that the MacIntosh Laboratory will be connected to the USC EtherNet backbone sometime between October 1 and December 1. That connection will make it possible for telecommunications training to be conducted within the Center for Computers and Writing--and it will make it possible for anyone using the lab to communicate with anyone via BitNet and InterNet from any computer in the lab. It is anticipated that the MacIntosh Laboratory will be operational for telecommunications training by December 1.
11. **August, 1991(Projected):** Equipment, installation, and maintenance of the MacIntosh Lab will be provided by the staff of the USC Humanities and Social Sciences Computing Laboratory. It is projected--contingent upon funding--that the MacIntosh Plus computers will be used for only the 1990-1991 school year, that they will be replaced by new, state-of-the-art MacIntosh computers sometime prior to the beginning of the 1991-1992 school year.

IV. Projections/Options for the future

It seems apparent that providing the sort of systematic, reliable support a statewide network will demand will ultimately require us to run the network off of our own host computer. Only in that way can we begin to simplify the interfaces users have to negotiate to use the network. Only in that way will we be able to provide immediate technical and programmatic assistance. Only in that way will we be able to use VideoText to develop organized, local databases of information.

Right now we are having to work through the Agricultural Engineering Department to secure usernames so that our users can use VMS Mail; but we have to work through the Computer Services Division for assistance with VAX Notes. Because Dr. Andrew Smith, our VAX Notes specialist, has taken a position at South Florida University, we've lost his services and will have to develop a relationship with someone else at Clemson. It would simply be disastrous if anything were to happen to Judy Pilgrim.

Potential Options at Clemson and at USC

To ensure that the network will be a reliable network and one which is systematically managed, we are looking at how we might purchase a small minicomputer sufficient to run the network with the computer being physically located either at Clemson or USC

Option Number 1: Clemson

1. Dr. Duckenfield at Clemson, has given us one option: He has offered to purchase a MicroVAX computer for us and lease it back to us at cost, and to provide technical support and maintenance for it. It is a generous offer. It's only drawback is that the computer would be physically located at Clemson and that the REACH Office of Telecommunications is located in Columbia, within the College of Humanities and Social Sciences at the University of South Carolina. But it is one option

Option Number Two: USC-Columbia

2. A second option would be to physically locate a MicroVAX within the Humanities and Social Sciences Humanities Lab at USC, and to employ a full-time programmer who would be responsible for logging on new accounts, backing up data on the system, bringing VAX Notes conferences online, helping us to develop accessible databases of useful information encoded in videotext, and generally helping us to make the system simple and easy to use.

The staff of the Humanities and Social Sciences Computer Laboratory has offered to provide technical and programmatic assistance to REACH in establishing a statewide network for telecommunications. The need for such a network appears self-evident to them. They have staff with the expertise and desire to provide the network with both technical and programmatic support. Agricultural Extension at Clemson has indicated that they have no mission to provide us with either technical or programmatic support, but that--if such support were to made part of their responsibility by Clemson University--they would then provide such support..

There are programmatic and financial advantages which argue in favor of physically locating our host computer within the College of Humanities and Social Sciences Computer Laboratory: . (1)One of the primary, formal missions of the College of Humanities and Social Sciences is to support teachers in schools throughout South Carolina; (2)it annually graduates a significant proportion of the teachers going into South Carolina schools,with one the largest populations of minority teacher candidates of any school in South Carolina; (3)It has one of the most advanced and well developed programs of distance education of any school in South Carolina; (4)The University is located in the physical center of the the state, a location which would tend to reduce communication charges were the system to move to 800 access.

Eddie King, Program Analyst in the Humanities Lab, has configured a projected equipment list, based upon a small MicroVAX computer and has gotten price quotes from Digital Equipment Company for the equipment that will be needed to provide out-of-state access to a host computer which would be physically located in the basement of Gambrell Hall, less than a hundred yards from the REACH Office of Telecommunications. I am in the process of getting information about phone access costs from the University.

This option would require that we raise the money to purchase our equipment upfront, rather than leasing it back from the University--the option provided at Clemson by Dr. Duckenfield. Other than that, because technical support and maintenance would be provided by the Humanities Lab, the options are similar.

If we can support our network on our own host computer --at USC or at Clemson--we would plan to move in two directions simultaneously. First, we would attempt to increase the number of paying accounts in the system so that we could offer fixed cost subscriptions for unlimited access to the system at reasonable cost. Second, we would seek sufficient endowment funds so that fees for users could be reduced and, hopefully, eliminated.

Bottom Line

The total cost of moving to our own host computer, with limited 800 access from out of state, including the cost of hiring a full-time programmer, will be no more than \$100,000. After three years, DEC will require a maintenance fee on the MicroVax of approximately \$5,000 annually. Continuing support costs for the network, which would include salary and support funds for a director and programmer, and for conference moderators, are conservatively estimated at between \$100,000 and \$150,000 annually. The Social Sciences Computer Lab will provide maintenance and technical support.

There are 1108 schools in South Carolina. Providing fixed rate subscriptions to the network at \$40 per month for 12 months would generate more than one half million dollars annually (i.e., \$531,840). A fixed rate subscription of \$30 per month for 12 months would generate four hundred thousand dollars annually \$398,880. Clemson currently has a fixed, monthly phone bill of \$21,000 for its network of leased phone lines. Its annual cost for the leased phone lines is \$252,000. If the statewide telecomputing network is to become a reality, we will have to bring at least a majority of our school districts online. Because Project REACH has funded projects in fully a third of the school districts already, with projected telecommunications budgets of between \$20 and \$40 per month, we are a good portion of the way toward our goal already.

Seeking funds to endow the statewide network would allow us to gradually reduce the amount that schools would have to pay to use the network. An endowment of \$500,000 would generate approximately \$30,000 annually, \$1,000,000 would generate \$60,000, \$1,500,000 would generate \$90,000, and an endowment of \$2,000,000 would generate \$120,000.

Two million dollars seems a trifling sum to provide permanent and virtually total support for a telecomputing network that would provide training and support for students, teachers, and educational organizations throughout the state, preparing teachers and students for an evolution in technology that --in a simile so aptly captured by Glenn Jones of Mind Extension University--makes one feel as if one were in a treadmill revolving at blinding speed, but with no place to hold on!

Project REACH
Office of Telecommunications and Instructional
Technology

Annual Report

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Annual Report

Introduction

The initial goal of the telecommunications component of Project REACH, funded by BellSouth, was simply to "network" the twenty-five schools funded by the Rockefeller Foundation, together with individuals in five institutions of higher education that have been active in working with selected REACH schools.

As of the first of April, all of our REACH schools have access to at least one computer, one modem, and the communications software necessary to communicate over the CUFAN network, and through InterNet to the world. All of our REACH schools have at least one individual who has been trained in using electronic mail(via emulation of a VT100 terminal) and who has been trained in using conferencing software(using Digital Equipment Company's Vax NOTES).

Several of the schools now have more than one teacher and several students who can communicate over the Clemson University Forestry and Agricultural Network(CUFAN).

There are three exceptions: Bowman High School, Johnsonville Middle School, and Lincoln High School--the latter destroyed by Hurricane Hugo. However, additional schools have come online: Alice Drive Elementary, Morningside Elementary, Jennie Moore Elementary, McCormick Middle School. The entire faculty and administrative staff of the Governor's School of Science and Mathematics is in the process of coming online. We expect to bring online the remedial language arts and mathematics teachers who work with the Governor's Remediation Initiative(GRI) at the beginning of the 1990-1991 school year--representing some 112 high schools in South Carolina. All GRI schools have at least one computer equipped with a modem and software capable of VT100 emulation.

Individuals in eleven institutions of higher education have similar capabilities and have been provided similar training. Substantial progress has been made in laying the infrastructure for what we hope will become a statewide network for educational telecommunications--something we've decided to call, simply, "the net."

The initial goals of the project have been realized--in the sense that REACH schools and their affiliates in institutions of higher education now have the technical capability and training to use electronic mail and conferencing. We're in a position to communicate with one another using electronic mail and to begin to build databases of shared information.

The next step, actually shaping a "network"--a statewide

electronic community--will be an incremental process, and a difficult thing to bring off.

Electronic Mail, Conferencing, and Information Retrieval

The vice president of TOPS, Rich Shapero, has predicted that E-Mail will soon become as ubiquitous in an office setting as a telephone, that it will become the "dominant desktop computing metaphor of the 90's."

Currently, however, electronic mail conveys less than two percent of all business correspondence. Shapero projects an increase in electronic mail from 372 million messages annually in 1990 to 16 billion in 1992 and 60 billion by the year 2000. (LAN Times, April 1990).

To place matters in perspective: Between 1987 and 1988, the number of school districts in South Carolina using data communications increased from 23 of 91 school districts(27%) to 49 of 92 school districts(53%). Schools using data communications climbed from 98 of 1,041(19%) to 154 of 1,077(14%).

No information was collected on the number of teachers or students using data communications(Statewide Computer Survey: Report on 1988-1989. Office of Instructional Technology, South Carolina Department of Education, October, 1989).

It is the intention of Project REACH to make the use of electronic mail and conferencing "ubiquitous"--and, ultimately, to work with others to build a "network of users" sufficient to support the sorts of training necessary to provide teachers and their students with training in how to access information from remote databases and use that information to shape decisions that affect them personally.

There is no perception on the part of the REACH staff that the realization of that intention will be an easy task.

What has been done during the 1989-1990 school year

Reach Schools and Colleges

With the exception of three schools, all of the REACH schools now have access to the equipment necessary to communicate. Onsite assistance and an intensive two-day training conference in March, 1990 have provided the schools with sufficient training to begin to communicate with each other using electronic mail. An initial, systemwide, two-week telecommunications forum has been planned for late April and early May. Participation in the

conference should provide some indication of whether the training provided was sufficient and give us some feedback about how we might need to modify the training.

We now have personnel from eleven colleges trained in the use of electronic mail and conferencing software--nearly double the number of institutions involved at the beginning of the school year, and more than triple the actual number of individuals involved with REACH.

On the downside, Lincoln High School, was destroyed by Hugo. Teachers and students move back into refurbished facilities this week. Daniels High School in Pickens County simply pulled the plug on their connections and said, "No more." The project coordinator has had to share one phone line with her principal and librarian--both physically distant from classroom. She has had to send a runner to both of the other locations to have switches physically set to allow her to use her equipment. She's simply had enough. We have one school whose teacher simply has no equipment.

On the upside, we now have several teachers who have purchased their own equipment so that they can communicate with other teachers by electronic mail in the evening. They appear to be ecstatic with their ability to communicate. And their numbers are growing.

Other institutions and organizations joining the net (With apologies for omissions):

Training in the use of telecommunications has been provided to REACH schools in the past; however, this has not resulted in widespread use of electronic communications by REACH teachers and students. There have been the usual minority of pioneers who have endured setback after setback and kept on until they succeeded(e.g, Polly Adkins at York Comprehensive High, Sylvia Robinson at Hunter-Tyler-Kinard High School, Jo Ann Wiginton at Wrenn Middle School, Nancy Linvill at Edwards Junior High). But by its nature, the REACH project has intentionally promoted the sort of diversity that makes it difficult for teachers and students to collaborate. There has long been a need for there to be "more numbers in the phonebook"--especially students at locations far distant from the REACH site. And there has been the desire for a "sort of yellow pages" that would allow students in isolated rural schools to obtain information not available in their school libraries.

The REACH staff came slowly to the growing realization that the objectives set for REACH school might only be realized within the context of some sort of statewide

network for educational telecommunications. In fact, in its original, embryonic stages, what became Project REACH had begun in an attempt to form a cooperative network of organizations all devoted to improving educational opportunities for students and teachers in rural schools in the state. Thus its name, the Rural Educational Alliance for Collaborative Humanities.

What follows is an unalphabetized, deliberately unordered listing of organizations which have bought into the concept of "the net" and have indicated a desire to cooperate with Project REACH in developing a statewide infrastructure from which we may all benefit. Some of the organizations have already participated in training provided under the auspices of Project REACH and BellSouth.

A majority of the organizations are paying their own expenses in the network. Where individuals are involved, long term we will need to seek some sort of financial support for communications expenses to support their work.

The organizations

1. The Governor's School of Science and Mathematics. Dr. Lee Cox, Director, has agreed to bring his entire teaching and administrative staff online. This is being done momentarily.
2. The South Carolina Junior Academy of Sciences. Don Jordan, Director, has asked us to providing intensive training for sponsors and students in a workshop at Clemson next October.
3. The South Carolina Odyssey of the Mind. Ann Godbee, state director has been through training and arrangements are being made to network some 3,000 of the most gifted students in the state through OMNET.
4. The Governor's Remediation Initiative. Dr. John Rumford, Director, has indicated that he expects to bring online some 112 high schools next school year. All have communications capabilities. Training in the use of electronic mail and conferencing will be needed.
5. The National Dropout Prevention Center. This database is physically located at Clemson and will be available to our users. Dr. Jay Smink, Director, has indicated a desire to work closely with us.
6. The Pierce Center for Technical and Business Writing. Dr. Carl Lovett and Dr. Art Young, both at the Pierce Center, have indicated a desire to provide online

assistance on a statewide basis. Dr. Young will host an ongoing Vax NOTES forum on technical and professional writing.

7. Enterprise Development, Inc. Enterprise Development, Inc. is a nonprofit corporation spun off of the SC Development Board. It provides venture development support for small businesses in the state and training to high school students in entrepreneurship. Through REAL(Rural Enterprise Applied Learning)it is currently involved in thirteen high schools in the state and has formed a strategic alliance with Georgia and North Carolina--soon to be joined by Mississippi and Washington State. Vickie Propst, Manager; Phil Black, Associate Manager, and Donna King, Associate Manager, are working with REACH. They anticipate bringing some forty(40)users online by next year.

8. CRTS/SCISIS/Office of Special Education We are in the process of exploring how we might cooperate with Tony Langston, Director of The National Center for Rehabilitation Technology Services; with Richard Ferrante, Director of SCISIS, and Bob Black, Director of the Office of Special Education in the SC Department of Education. Tom Morton, College of Humanities and Social Sciences Computer Lab, has been of inestimable help in this regard, and has agreed to host an ongoing Q&A Educational Forum on how instructional technology can be adapted to help physically handicapped and learning disabled students and adults to function effectively in spite of their handicaps. Morton is one of only a handful of people in the country with expertise in this area. His offer to help in this area is most generous.

9. Breadloaf/BreadNet/Foxfire. Leslie Owens, editor of the Breadloaf Quarterly has participated in training. She is in close communications with Susan Walker, previous editor of the Quarterly, now working with Foxfire at Rabun's Gap, an hour's drive from Clemson.

We are currently working with Bill Wright, director of BreadNet, to explore the feasibility of running the international BreadNet communications system out of CUFAN. If we are successful, our teachers and students will be able to communicate with teachers and students in distant locations already experienced in electronic conferencing. We will be able to draw upon their experience as to what works and what does not.

10. The Clemson School of Engineering. The School of Engineering will use the network in its project to attract women and minorities to the engineering profession.

11. The Teacher Recruitment Center. John Norton, current director of the Center, has indicated a desire to work with the network; however, he will assume a new position in Atlanta. We will work with his successor.
12. Center for Excellence in Teaching. We will be working with Winthrop College in bringing the Center for Excellence online.
13. Arts in Basic Education Program. Carol Collins, state director of the Arts in Basic Education program out of Winthrop, has been through training and will be using the network in implementing Target 2000 funds, statewide.
14. Center for Science Education. Dr. John Carpenter, Director of the Center for Science Education at the University of South Carolina, is already on CUFAN. We will be working with him to bring the Center into the network.
15. South Carolina Arts Commission. Susan Leonard has met with the staff at four elementary schools (Jennie Moore Elementary School in Charleston County, Denmark-Olar Elementary School in Bamberg County, Branchville Elementary School in Orangeburg County, and Morrison Elementary School in Pickens County) and will pilot a supplementary, multimedia language arts program with them in the fall. This is the "Bad Dog Mini-Network."
16. Media Link. Cate Townsend, the editor of a weekly electronic newsletter, sponsored by the three most influential organizations of librarians and media specialists, has agreed to run her newsletter concurrently as a Vax Notes database. She participated in the recent telecommunications training conference.
17. South Carolina State Library. Discussions are ongoing with John Landrum, Assistant Director of the State Library, about bringing the State Library and its network of public libraries into the net.
18. USC School Of Library and Information Science. Dr. Marsha Turner participated in our training program at Clemson. She has impressive credentials in developing human resource databases and has indicated a desire to work with us. Dr. Dan Barron, Chair of the USC Committee on Telecommunications, has equal credentials in distance learning and tight links to all of the organizations of state media specialists. He has indicated a desire to work with us as well. Dr. Liz Quenel and Dr. Chris Bilinsky, two of the most knowledgeable persons in the state in the area of online information retrieval and CD-ROM technology, have also indicated a desire to help.

19. Cross-Age Tutoring Program. Dr. Elspeth Stuckey, Director of Cross-Age Tutoring for Project REACH, is currently working with school districts across the state to develop cross-age tutoring programs. Dr. Shirley Brice Heath works closely with Dr. Stuckey. Her schools in Ridgeland and Branchville are currently online. She is working with Darlington County, a district which has indicated a desire to develop an intra-district communications network.

20. South Carolina Department of Education, Office of Instructional Technology. The Office of Instructional Technology is responsible for instructional television and radio in the state and works closely with SC Educational Television. In addition, the Office of Instructional Technology is responsible for instructional technology and computer augmented instruction, statewide. Clyde Green, Director, and Bob Reese, Chief Supervisor of District Services, have both indicated a desire to work with us. Tom Shirk, who is responsible for coordinating services in six regional demonstration laboratories, will be working closely with us as we work to develop the net.

21. South Carolina Writing Project(SCWP)/Southeastern Writing Project(SEWP). The South Carolina Writing Project(SCWP) is comprised of the directors and codirectors of eight--soon to be nine--affiliates of the National Writing Project: The Clemson Writing Project, the Spartanburg Writing Project, the Winthrop Writing Project, the Coastal Writing Project, the Charleston Area Writing Project, the Santee-Wateree Writing Project, the Midlands Writing Project, the Lander Writing Project, and--soon to be affiliated, the Pee Dee Writing Project. The state co-directors of the SCWP and the directors and codirectors of the several writing projects throughout the state, are currently being brought online.

The Southeastern Writing Project(SEWP) is comprised of writing projects in the southeastern United States. The Director of SEWP, Dr. Sam Watson, UNC-Charlotte, was to have participated in training in March. An emergency precluded his attendance; however, we will continue working with him to realize his desire to bring all writing projects in the southeast online.

22. Young Writer's Conference. Dr. Nell Braswell, Director of the statewide Young Writer's Conference, participated in training and will use the net to coordinate communications and activities sponsored by the Young Writer's Conference.

23. Writing Improvement Network. Dr. Lyn Zalusky Mueller, Director of the Writing Improvement Network

and a state co-director of the South Carolina Writing Project, has already participated in telecommunications training, together with Dr. Harriet Williams, Regional Director of WIN and a co-director of the Midlands Writing Project. WIN, a spinoff of the South Carolina Writing Project, coordinates staff development training for teachers involved in providing remediation in writing. It is a statewide project funded directly by the legislature.

24. South Carolina Council of the International Reading Association. The state president, Dr. Wayne Brazell, participated in the telecommunications training conference. This is the statewide professional organization for teachers of reading.

25. South Carolina Council of Teachers of English. The state president, Dr. Eve Coleman, participated in the telecommunications training conference. This is the statewide professional organization for teachers of English and Language Arts.

26. Poet in Residence. Libby Bernadin, USC College of Applied Sciences, has agreed to host an ongoing "poet in residence" educational forum for students, an area in which she has had extensive practical experience.

27. SC Authors. Ed Epps, Co-Director of the South Carolina Writing Project and a classroom teacher, has agreed to host an ongoing educational forum on South Carolina Writers, an area in which his expertise is considerable and deep.

28. WRENS(Writing and Reading Educations Network for Students). Dr. Patricia Candal, instrumental in the formation and survival of the South Carolina Writing Project, created a database for students to share their writing electronically. She has agreed to work with us to make WRENS an integral, viable part of the network. Her offer of help is most appreciated.

29. South Carolina Department of Education, Office of General Education. Pam Pritchett, State Media Consultant, and Dr. Marsha Davis, Educational Data Center, are working to automate school libraries across the state. They have been working closely with us to determine how their efforts and ours might be best coordinated. We remain in close communication with Rhonda Corley, Chief Supervisor of the Basic Skills Section, and with Jo Etta Barnett, who is responsible for the Writing Improvement Coordinating Committee, a departmental effort to improve composition instruction. Dr. Jim Wilhide, State Language Arts Consultant, has been extremely helpful. Dr. Ann Elam, State Gifted and Talented Consultant, works closely with Odyssey of the Mind. Dr. Peggy Cain, State Science

Consultant, works closely with the SC Junior Academy of Sciences. Dr. Lynn Talton, Basic Skills Science Consultant, works closely with the Center for Science Education. Dr. Mac Goodwin, State Art Consultant, works closely with the SC Arts Commission and with the Arts in Basic Education Program.

30. South Carolina Department of Education, Office of Adult Education. David Stout, Chief Supervisor, has indicated a strong interest in helping us to develop the net, particularly as it impacts upon improved communication among staff throughout the state who work with adult education.
31. TASA(Degrees of Reading Power Test). Dr. Bert Koslin, President of Touchstone Applied Sciences Associates, has agreed to host an ongoing Q&A Educational Forum on the interpretation and use of the Degrees of Reading Power Test, the instrument used for placement and evaluation in the remedial reading programs funded by the Governor's Remediation Initiative.
32. APPLE Computers. The entire staff of APPLE has been extremely helpful. The REACH office of telecommunications and instructional technology has been furnished an AppleLink connection by Dr. Ed White and his associate, Karon Luddy. Jerry Devilbiss, Systems Engineer, has offered to work with us to develop an Apple II specific version of the CUFAN users' manual. David Staton, systems engineer, has been most helpful. Don Russell has offered his cooperation.
33. Tandy. Justin Eshleman, Education Specialist for South Carolina, has been extremely helpful in working with us to explore ways in which Tandy might cooperate with REACH in developing the network.
34. South Carolina Department of Education, Educational Data Center. Paul Smith and Dr. Jack Hill, Chief Supervisors in the Educational Data Center have been extremely helpful in working with us to explore ways in which teachers might gain access to the net.

Because the Pathways/Osiris network already runs on the network of CUFAN leased lines, virtually every school administrator could gain access to CUFAN, and thereby "the net," simply by being assigned a CUFAN UserName.

Pathways users are already charged \$.15/ minute for use of the network. Virtually no additional cost would be involved for teachers and students in all South Carolina Schools, K-12, to gain access to what we hope will become a virtual cornucopia of resources available through the net.

The director of CUFAN, Dr. Jerry Lambert, has met with Jake Jacobs, Chief Administrator of Computer Services, and plans to meet with Harold Cole, Director of Computer Services at SDE.

35. EASYNET(Telebase Systems, Inc.). Discussions are ongoing with Donald Fraser, Director of Online Services, about how we might best make the resources of EASYNET available to members of the net. He has been most cooperative in working with us.

36. Network for Effective Education. A presentation will be made to the executive board of the Network for Effective Education, an influential force for improved education in the state on May 4, 1990.

It is expected that the executive board will request access to the network--if for no other reason than to use it to plan the six regional staff development conferences it plans to conduct next year.

Comment

The simple, unordered listing of the organizations that have indicated a desire to work with us in building "the net" is indicative of the need to develop such a network. That less than two percent(2%)of businesses nationwide are currently conducting business using electronic mail suggests why the possibilities of such a network have not yet been explored. And the simple, unordered listing of organizations should suggest the immensity of the task we have set for ourselves. To use a cliché, the organizations represent the tip of an iceberg.

We'll need help in bringing this off.

Participation in Training

REACH Office Telecommunications and Instructional Technology (1989-1990)

The director of the REACH Office of Telecommunications and Instructional Technology also serves as director of the Center for Computers and Writing. The following represents a listing of training in which the director was involved during the year:

1. August 1989: Two days of HyperCard training on the invitation of the South Carolina Department of Instructional Technology, conducted by Dr. Chris Peters.

2. Fall Semester, 1989: LIBR740 an advanced course in

online information retrieval and CD-ROM technology,
Wednesdays, 11:00-2:00, conducted by Dr. Liz Quenel.

3.Spring Semester, 1990: Two days of training in the
teaching of English 102.

4.Writing Improvement Network Retreat: Participation in
conceptualizing the nature of a remedial writing
classroom.

5.Telecommunications Training I: Participation in
training in electronic mail and conferencing. This was
the first formal instruction the director had received in
using the CUFAN network.

Presentations

REACH Office Telecommunications and Instructional Technology (1989-1990)

1.Presentation at state conference of SC Association of
Reading Educators on Metacognition and Reading(August,
1989).

2.Presentation at Project REACH Expo in
Georgetown(September, 1989).

3.Presentation at Clemson Reading Conference on
Strategies for Helping Writers(October, 1989).

4. Presentation at Southeastern Education Improvement
Laboratories annual conference in Atlanta(December,
1989).

5.Presentation at Midlands Writing Conference on "the
net" in Columbia, South Carolina(February, 1990).

6.Two presentations at statewide Governor's Remediation
Initiative Conference on the theory behind and
interpretation of the Degrees of Reading Power Test At
North Myrtle Beach(March,1990)

7.Presentation for Florence District 1 Curriculum Revision
Committee on Trends in Reading and
Writing(February.1990).

8.Participation in Writing Improvement Network Retreat
at St Christopher's(March, 1990).

9.Discussion leader on "the net" at Telecommunications
Seminar I at Clemson(March, 1990).

10.Projected: Presentation at Electronic Networking

Association, Fifth Annual Conference, San Francisco(May, 1990).

Expenditures

REACH Office Telecommunications and Instructional Technology (1989-1990)

This is the only year for which any equipment has been budgeted for the Project; moreover, the amount that was budgeted(i.e., \$3,035 for equipment and \$500 for software)for the year is insufficient to do what was projected in the proposal.

To date, the only equipment purchased has been a refurbished answering machine; a cutsheet feeder for a tancase Imagewriter II, dot matrix printer, and a 2400 baud modem which arrived in April.

The office has run on equipment owned personally by the director.

A MacIntosh SE with two 1.4MB drives was ordered through computer services, after a budget correction necessitated the cancellation of an SE30. A top rated hard drive was ordered from Jasmine. The Jasmine drive was cancelled when Jasmine was reported to be filing for Chapter 11. The SE was subsequently cancelled when the BellSouth Project Manager graciously permitted us to go over budget on equipment. An SE30 with a harddrive and expanded RAM is currently on order(circa \$4,200).

Software was ordered in the fall from MacConnection and had already been opened when the Office of Financial Services notified us of a budget error. Thus far, we have received WriteNow, MacLinkPlus, White Knight, and a proof reading program for Apple II computers from Sensible Software.

All of the rest of the software that has been used for the project was personally purchased by the director, including the software used to compose this report.

[INSERT HERE THE ACTUAL BUDGET REPORT DATA]

Projected Equipment and Technical Assistance

REACH Office
Telecommunications and Instructional Technology
(1989-1990)

1. Assuming all goes well with their own expected replacement of MacIntosh Plus computers with MacIntosh FX machines, the Computer Lab in the College of Humanities and Social Sciences has indicated that--in the summer of 1990-- they will install a fully networked computer laboratory lab of MacIntosh Plus computers, with MicroSoft Word software, a laser printer, a computer projection device for instruction, and a MacII for lab control. We will share access to the lab with the English Department. After five o'clock the lab will be available to the entire college..

Dave Cowen, Director of the Computer Lab, and Tom Morton are looking at the equipment that will be required for the lab to double as a telecommunications training facility. They have projected that they will be able to establish connections between the lab and the University "backbone" by sometime in 1991.

According to Dr. Jerry Lambert, access to the backbone will allow us to provide CUFAN training without incurring a telecommunications charge, and will allow the director to communicate with CUFAN from the University of South Carolina without incurring communication charges.

2. Assuming someone can be found willing to donate a traveling lab of portable computers, Dr. Jerry Lambert has indicated four sites in the state--in addition to Clemson--where we can conduct CUFAN telecommunications seminars, using up to 16 computers, without incurring telecommunications charges: (a)Charleston, (b)Northeast Columbia, (c)Edisto; (d)Florence. Dr. Lambert indicated that the equipment we'd need to conduct the training--in addition to the computers--would not be terribly expensive. Mike Roberts at Clemson is working up cost figures for such workshops.

3. The director of CUFAN, Dr. Jerry Lambert, is currently working to establish a direct connection with Winthrop. He has indicated that he will support a similar, direct connection between CUFAN and the University of South Carolina and its several regional campuses.

The implications of such a connection are far reaching and would require more narration in a report that is already far too long. Suffice it to say that any student at either the University of South Carolina or Clemson, with an inexpensive computer, modem, and software, will be able to conduct intelligent searches of the collections of

both libraries and the state library without leaving home. This, for teachers who travel great distances for continuing education, has the potential of being a real godsend.

4. Dr. Lambert has also indicated that we can hang CD-ROM databases on any of the computers in the state's sixteen Technical Education Centers(All of which are on DECNET) and that access to them will be transparent to the user(i.e., the databases can be at any campus; the user can access them from a remote terminal; the user will have no indication -- or need to know--where the data is being accessed. The could come from anywhere in the state)!

Summary

In the sense that virtually all of the REACH schools are now online and have been provided a modicum of training in electronic messaging and conferencing, we have met one of our objectives.

We are close to having a viable, dynamic network in place; however, being close does not mean that we have a network in place--but we are close.

We have a dozen forums on the air now--eleven more than in March. The question confronting us now will be the ongoing training of current members of the net and those who are now requesting to come on board at their own expense.

The key to the future of "the net" will lie in a well-planned organizational structure for accessing and sharing electronically encoded information, and in well-planned, iterative staff development close to users and--to the extent possible--conducted using computer hardware and software familiar to the user.

In both areas, we will need the assistance of experts.

[INSERT HERE A SERIES OF STATEWIDE MAPS INDICATING:

1. LOCATION OF REACH SCHOOL SITES
2. LOCATION OF COOPERATING INSTITUTES OF HIGHER EDUCATION
3. ATTENDANCE AT THE TRAINING CONFERENCE IN MARCH
4. SITES FOR ENTERPRISE DEVELOPMENT INC.
5. SITES OF THE SOUTH CAROLINA WRITING PROJECT
6. SITES OF WRITING IMPROVEMENT NETWORK
7. CROSS-AGE TUTORING SITES
8. ETCETERA

[NOTE: INCLUDED IN COVER LETTER TO LESLIE GRAITCER WAS
A STATE MAP INDICATING THE LOCATIONS WHERE REGIONAL
INSERVICE TRAINING COULD BE CONDUCTED.]